REPORT RESUMES

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A NATIONAL SURVEY OF VOCATIONAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS.

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DESCRIPTORS- *DISADVANTAGED YOUTH, *VOCATIONAL EDUCATION, *SPECIAL EDUCATION, *HIGH SCHOOL STUDENTS, QUESTIONNAIRES, EDUCATIONAL SURVEYS, PROGRAM ADMINISTRATION, HIGH SCHOOLS, CURRICULUM, SCHOOL PERSONNEL, TEACHERS, COLUMBUS

THE MAJOR OBJECTIVE WAS TO ASCERTAIN THE STATUS OF VOCATIONAL EDUCATION FOR STUDENTS WITH SPECIAL NEEDS. THE STUDY INCLUDED ONLY PROGRAMS OPERATED IN PUBLIC HIGH SCHOOLS, FUNDED EITHER PARTIALLY OR FULLY BY THE VOCATIONAL EDUCATION ACT, PUBLIC LAW 88-210, AND DESIGNED SPECIFICALLY FOR STUDENTS WHO HAVE ACADEMIC, SOCIOECONOMIC, OR OTHER HANDICAPS THAT PREVENT THEM FROM SUCCEEDING IN REGULAR VOCATIONAL EDUCATION PROGRAMS. PROGRAMS FOR STUDENTS WHO HAVE LOW MENTAL CAPACITY AND REQUIRE A HIGH DEGREE OF ATTENTION BY SPECIALLY TRAINED SCHOOL PERSONNEL WERE EXCEPTED. OF THE 333 TEACHERS RECEIVING A SURVEY QUESTIONNAIRE, 229 RESPONDED. HOWEVER, ONLY 79 QUESTIONNAIRES WERE USABLE BECAUSE OF THE SCOPE OF THE STUDY. THE PROGRAMS WERE SIMILAR TO THE REGULAR VOCATIONAL PROGRAMS. A MAJORITY WERE OPERATED FOR MORE THAN ONE TYPE OF DISADVANTAGED STUDENT AND THE CURRICULUMS WERE PLANNED AND ADAPTED TO THE STUDENTS' ABILITIES. THEY WERE OFTEN DESIGNED TO TRAIN THE STUDENT FOR EMPLOYMENT IN A BROAD SPECTRUM OF OCCUPATIONS RATHER THAN FOR A PARTICULAR SKILL. A NATIONAL SURVEY TO DETERMINE THE NUMBERS AND LOCATIONS OF STUDENTS WITH SPECIAL NEEDS AND RESEARCH TO DETERMINE NUMBERS AND KINDS OF JOBS FOR WHICH STUDENTS WITH SPECIAL NEEDS COULD BE TRAINED WERE RECOMMENDED. (SL)

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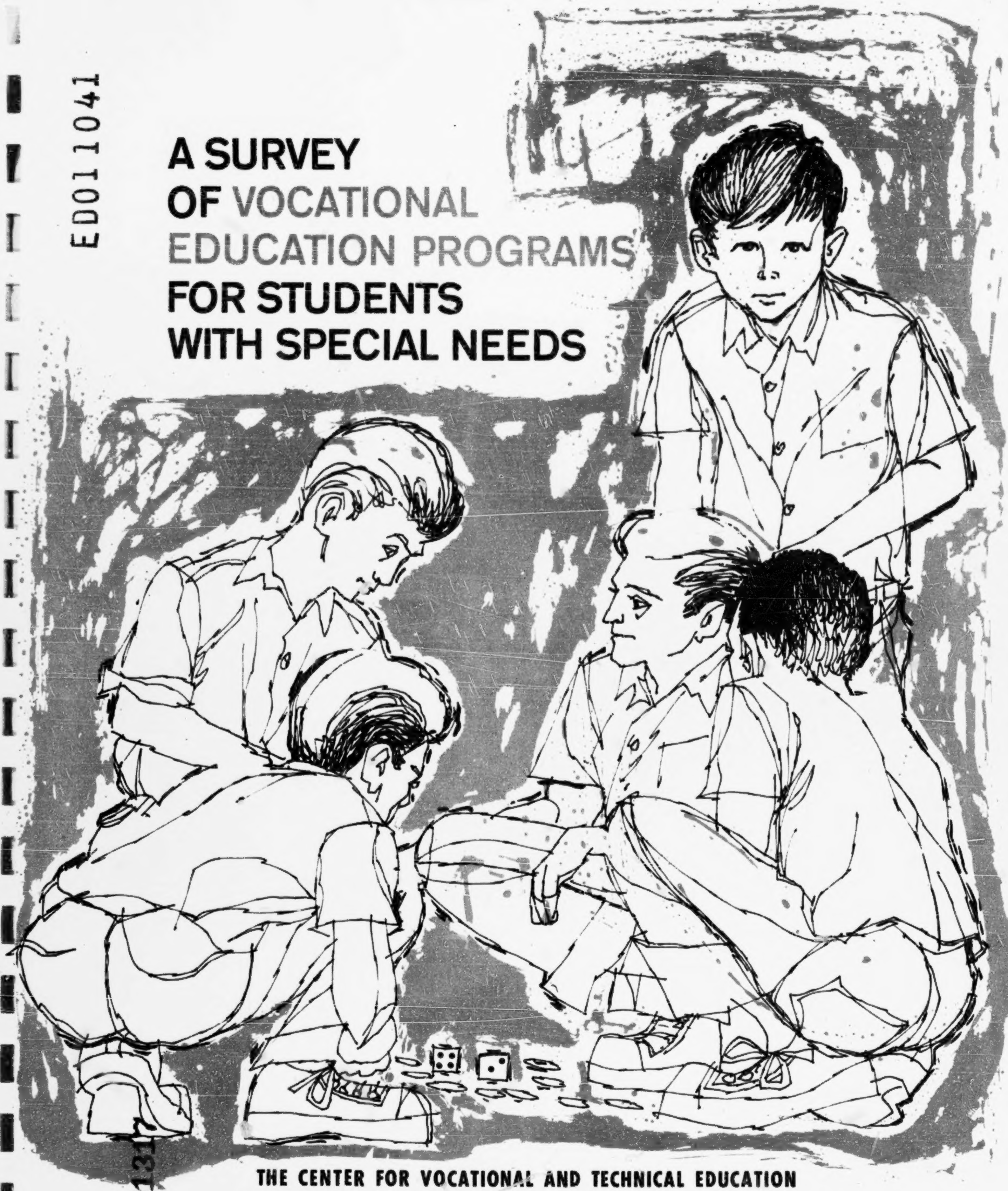
A SURVEY OF VOCATIONAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS



VT 01317

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The Ohio State University/980 Kinnear Road/Columbus, Ohio

The Center for Vocational and Technical Education has been established as an independent unit on The Ohio State University campus with a grant from the Division of Adult and Vocational Research, U. S. Office of Education. It serves a catalytic role in establishing a consortium to focus on relevant problems in vocational and technical education. The Center is comprehensive in its commitment and responsibility, multidisciplinary in its approach, and interinstitutional in its program.

The major objectives of The Center follow:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society;
2. To stimulate and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education;
3. To encourage the development of research to improve vocational and technical education in institutions of higher education and other appropriate settings;
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education;
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A NATIONAL SURVEY OF VOCATIONAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

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The survey was conducted by The Center for Vocational and Technical Education, The Ohio State University, 980 Kinnear Road, Columbus, Ohio 43212.

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INTRODUCTION

One of the central thrusts of the National Vocational Education Act of 1963 was its focus on developing programs for those with special educational handicaps who could not succeed in the regular vocational program. This concern placed a sharp emphasis on evolving new programs and operational patterns and procedures in vocational education to adequately serve this group.

To secure information needed for structuring a long-range program of research, development, and training designed to facilitate and accelerate the development of needed programs in this area, The Center undertook a national survey of vocational education programs for students with special needs. This study was designed to provide insights into the extensiveness of such programs, and some of the pivotal factors impinging on their origination and operation. The following report should be of value to state directors of vocational education, supervisors, teacher educators, researchers, and curriculum development personnel as they work to improve and extend offerings in this vital area.

I would like to acknowledge the work of Dr. Ramsey M. Groves, Director, Agricultural Institute, New Mexico State University, who conducted the study, and the assistance and consultation of Dr. Albeno Garbin, Occupational Sociologist, Dr. Robert Campbell, Occupational Psychologist, and Dr. James Hensel, Specialist in Agricultural Education of The Center staff, as well as Dr. Ralph J. Woodin, Professor, Department of Agricultural Education, The Ohio State University. We are indebted to Miss Barbara Kemp, Program Specialist for Persons with Special Needs, U. S. Office of Education, and to Dr. Herbert D. Brum, State Supervisor, Disadvantaged Youth and Work-study, Ohio State Department of Education, for their critical reading of the manuscript prior to publication. We hope that this report will contribute to further research, development, and training activities in this area.

Robert E. Taylor
Director

ABSTRACT

In general, the major objective of this study was to ascertain the current status of vocational education for students with special needs. More specifically, this research attempted (1) to determine the numbers and the locations of existing programs the purposes of which were to meet the vocational educational need of this category of students, and (2) to describe some of the salient characteristics of such programs. Based on the derived data, a series of recommendations were offered which if implemented should foster improvement in vocational education programs for students of special needs.

Although it was intended originally that this project be national in scope, the number of returned and usable questionnaires necessitated the research be based on 79 programs, representing 24 different states. This report summarizes the characteristics of these programs according to five major headings: (1) general setting, (2) administration, (3) pupil personnel, (4) curriculum, (5) special services, and (6) teacher personnel.

The majority of the programs studied were located in large comprehensive high schools. All were partially supported by vocational education funds provided by Public Law 88-210. Administratively, these programs were operating in a manner similar to the regular vocational programs. In the area of pupil personnel, a majority of the programs were operated for more than one type of disadvantaged student, however, many limitations were placed upon who could enroll in these programs. The curriculums for a majority of the programs were specifically planned and adapted to the students' abilities. They were often designed to assist the student in becoming employed in a broad spectrum of occupations rather than being skill oriented. Many outside personnel were involved in the operations of these programs, but only slightly more than half of the programs had advisory groups involved. A majority of the teachers were employed on extended contracts and devoted 100 percent of their time to program activities.

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TABLE OF CONTENTS

Page

INTRODUCTION iii

ABSTRACT v

CHAPTER I
Introduction 1

CHAPTER II
Administration 19

CHAPTER III
Pupil Personnel 31

CHAPTER IV
Curriculum 41

CHAPTER V
Special Services 49

CHAPTER VI
Teacher Personnel 61

CHAPTER VII
Summary 71

CHAPTER VIII
Recommendations 73

Appendix A 77

Appendix B 81

Appendix C 85

Appendix D 89

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CHAPTER I

INTRODUCTION

"The wealth of society is its stock of
productive labor."
Sir James Mackintosh
British Philosopher
(1765-1832)

This report is concerned with the attempts, encouraged by Public Law 88-210, of educational administrators and vocational teachers to help those students who cannot succeed in regular vocational programs. From this report should come additional encouragement and direction for other administrators and teachers to initiate new vocational programs. A concerted effort is needed to broaden the opportunities for these students if we are to lessen this waste of human resources.

Any society which hopes to remain strong and viable must make efficient use of all its resources. One of the most valuable resources of any society is its people. Kenneth Clark, writing in Education in Depressed Areas, stated that:

> It is now axiomatic that trained human intelligence is the most valuable resource of a civilized nation. Like other natural resources, it must be discovered and transformed creatively into its most effective and usable form.[1]

We have long been concerned about the waste and destruction of "natural" resources, but only recently have we become particularly cognizant of the dangers of exploitation and waste of human resources.

The spread of discontent and the disturbances among those left behind by the ever-widening technological explosion are evidence of the dangers of human exploitation. Humanitarian as well as political and economic reasons demand that our society provide each individual with every opportunity to participate in the opportunities of our rapidly changing world.

Historical evidence shows that our founding fathers viewed education as one of the most effective means for insuring the individual a productive place in society. However, with the advent of a technological-based economy, the less able and poorly prepared individuals have fallen behind. Education in general has failed to help this group to become productive members of a changing society.

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[1] Clark, Kenneth B. "Education Stimulation of Racially Disadvantaged Children." Education in Depressed Areas, A. Harry Passow, Editor. New York: Teacher's College Press, Columbia University, 1963, p. 144.

Statistical evidence shows that in 1963, 35 million Americans were still below the poverty level. Of these 35 million, 7.2 million were family units, and 1.8 million were persons living alone.[2] Unemployment is also a major problem among these groups of less able, low-income workers. The many references to unemployment cite the lack of education and skills as the greatest drawback to securing and maintaining of employment status by these individuals. The National Commission on Technology, Automation, and Economic Progress states:

> Unemployment has been concentrated among those with little education or skill, while employment has been rising most rapidly in those occupations generally considered to be the most skilled and to require the most education. This conjunction raises the question whether technological progress may induce a demand for very skilled and highly educated people in numbers our society cannot yet provide, while at the same time leaving stranded many of the unskilled and poorly educated with no future opportunities for employment.[3]

Automation, mechanization, and technological change have caused the disappearance of many traditional entry jobs for the burgeoning tide of young workers. High school dropouts and poorly prepared graduates are at a disadvantage in a technological society.

With the advent of the "Great Society", there have been many legislative attacks on the human problems produced by technological advances. Prior to the widespread "war on poverty", the authors of the Vocational Education Act of 1963 saw a need and an opportunity to aid these people through federal aid to education. In the Declaration of Purpose, the Act states:

> SECTION 1. It is the purpose of this part to authorize Federal grants to States to assist them to maintain, extend, and improve existing programs of vocational education, to develop new programs of vocational education, and to provide part-time employment for youths who need the earnings from such employment to continue their vocational training on a full-time basis, so that persons of all ages in all communities of the State--those in high school, those who have completed or discontinued their formal education and are preparing to enter the labor market, those who have already entered the labor market but need to upgrade their skills or learn new ones, and those with special educational handicaps--will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.[4]

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[2] Technology and the American Economy, The Report of the National Commission on Technology, Automation, and the Economic Progress, Washington, D.C.: U.S. Department of Labor, Government Printing Office, p. xiii.

[3] Ibid, p. 21.

[4] Public Law 88-210, 88th Congress, H.R. 4955, December 18, 1963, p. 1.

The staff at The Center for Vocational and Technical Education viewed the problems of developing programs for students with special needs as an area of immediate importance. The unique national position of The Center provided the setting from which effort could be exerted to develop research in vocational education for students with special needs which would assist in improving this facet of vocational education. The major purpose of this study was to determine the current national status of vocational education programs for students with special needs as an initial step in developing research needs in the area. The report provides some basic information which will help others in planning and conducting vocational programs for these students and a base for developing further research.

Objectives of the Study

The following objectives were identified to give direction to the study:

1. To determine the number and the location of existing vocational education programs for students with special needs.
2. To determine common characteristics of existing vocational education programs for students with special needs.
3. To summarize the reported characteristics of vocational education programs for students with special needs and provide a composite description of existing programs which will serve as a basis for developing research efforts relative to these programs.

The study was limited to those vocational programs designed and operated specifically for students with special needs which are provided in public high schools and supported in part by vocational education funds.

Scope of the Study

The study was national in scope, encompassing all 50 states, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands.

Definition of Terms

In order to minimize the possibility of misunderstanding, certain terms used in this study were defined as follows:

1. Students with special needs: As defined by the Vocational Education Act of 1963 (P.L. 88-210), students with special needs are those who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular vocational education programs. For this study, the definition will include all such persons being served by a public high school, except those who are classified as "special education students" because of low mental capacities and require a high degree of attention by specially trained school personnel.

2. Disadvantaged youth: These are usually youth from the lower socio-economic groups in a community who are notably deficient in cultural and academic backgrounds. For the purposes of this study, they shall be considered the same as students with special needs, and the two terminologies will be used interchangeably.

3. Vocational education: The term "vocational education" shall be limited to those programs operated in the public schools for the purpose of preparing persons for entrance into any field of work or occupation and which are supported in part or totally by funds from P.L. 88-210.

4. Types of handicaps: Several categories are referred to in the literature for classifying students with special needs. These characteristics are listed in the following categories:

a. Physically handicapped--to include only those handicaps which do not require the individual to be institutionalized for special treatment or rehabilitation purposes.

b. Educationally deprived--to include references to those students ranking in the bottom one-third of their class and classified as slow learners because of academic problems such as poor reading ability or alienation from the school environment.

c. Economically deprived--to include references to problems arising from insufficient family income to satisfy basic needs in society today.

d. Socially disadvantaged--to include references to problems stemming from environmental situations, parental neglect, and inabilities to adjust to demands of a democratic society.

e. Ethnically disadvantaged--to include references to problems arising from racial or minority group relationships with the total society.

f. Intellectually handicapped--to include references to those handicaps inherent in youth with low mental capacities and their inability to cope with educational programs geared to the average or above average student, but not to include those students with mental health problems or those normally classified as belonging in special education and requiring special methods.

Need for the Study

Since the beginning of public vocational education in 1917, there has been a continuing effort to provide vocational programs to meet the changing needs of individuals in a changing society. However, there has been no concerted effort to meet the needs of those students who fail to fit the general pattern of studies in our public schools and who cannot succeed in regular programs. Barlow states that, "Education, in general, has failed to help the disadvantaged youth, and vocational education has largely eliminated this group by imposing selection devices."[5]

Vocational leaders and teachers have struggled to prevent their programs from becoming the "dumping ground" for those students who could not conform to the general pattern of education. In doing so, a rather stringent set of qualifications were developed frequently which prevented less able students from entering existing vocational programs. In turn, few attempts were made to adapt vocational or occupational training to fit the needs and abilities to those excluded or to develop specific vocational programs for them.

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[5] Barlow, Melvin L. "Challenges to Vocational Education," NSSE Yearbook Vocational Education, 1965, PART 1. Chicago: University of Chicago Press, p. 13.

One of the earliest attempts to meet these needs were the continuation schools in operation prior to the 1930's. With the advent of widespread unemployment during the depression years, these schools fell by the wayside. Not until 1945 was there another serious effort made to study the needs of those who could not succeed in regular programs. In that year, the U. S. Commissioner of Education appointed a commission to survey for three years the educational needs of school-age youth who were not benefiting from regular vocational programs. However, this study failed to generate any appreciable change in vocational education to meet the growing need for such programs.

The report of the President's Panel of Consultants issued in 1962 was one of the first national efforts to delineate the problems of a group they labeled as "youth with special needs."[6] It was from this report that the Vocational Education Act of 1963 evolved, and vocational education was charged with responsibility for a broader spectrum of programs and people. Those referred to specifically related to special needs. Section 4 (a) states that the State may use its allotment in accordance with its approved plan for the following purpose which was one of several written into the act. Section 4 (a) of the Act states:

> Vocational education shall be provided for persons who have academic, soci -economic, or other handicaps that prevent them from succeeding in the regular vocational education programs.[7]

The 1963 legislation and the authorization of funds to implement it was to have provided additional impetus for planning and conducting programs for students with special needs. Leaders in vocational education began developing such programs, and several experimental and pilot programs were instituted. A few states made concerted efforts in this area, and some states appointed specialists to head up their efforts. However, discussions with school administrators and vocational leaders indicated frequently a reluctance to initiate such programs without a better understanding of the kinds of programs in operation and knowledge of how they are succeeding.

Procedure

The data for this report were secured through the use of a mailed questionnaire. Six operational areas were identified to determine various characteristics of existing programs. These areas of emphasis included: 1) general data, 2) administration, 3) pupil personnel, 4) curriculum, 5) special services, and 6) teacher personnel.

Initial development of the questionnaire was based on a review of the literature and discussions with staff members of the Department of Agricultural Education and The Center for Vocational and Technical Education at The Ohio State

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[6] U. S. Department of Health, Education, and Welfare, Report of the Panel of Consultants on Vocational Education: Education for a Changing World of Work. Washington: U.S. Government Printing Office, 1964, p. 126.

[7] op. cit., The Act, P.L. 88-210.

University. Interviews with teachers in two programs for students with special needs helped in the refinement of the questionnaire.

Copies of the preliminary questionnaire were mailed to sixteen persons who were interested in or involved in vocational education. Thirteen of these people evaluated the questionnaire and made suggestions for its improvement. The questionnaire was approved by the U. S. Office of Education. A copy of the questionnaire appears in Appendix A.

The data from the questionnaire were summarized to secure the total response to each question or to the various parts of questions. Open-end questions were summarized by categorizing responses. These responses were then totaled, and percentages of total responses were determined.

Identifying Local Programs

During the development of the questionnaire a letter was written to all state directors of vocational education requesting their assistance in identifying teachers of vocational education programs for students with special needs. A copy of this letter and the form for listing names of teachers and their addresses appear in Appendix B.

Additional efforts to identify local teachers and programs were made by contacting state directors or research coordinating units, various state supervisory personnel, and local school administrators and vocational directors or supervisors. Returns from fifty-one states and territories were secured by these methods. The number of different teachers identified by these sources are shown in Table 1.

Table 1

Sources Used in Identifying
Respondents for the Study

Initial Source of Information	Number	Number Responding	Number Local Respondents Identified
State Directors	54	40	204
State R.C.U. Directors	40	20	10
Local Administrators	88	55	94
State and Local Supervisory Personnel	46	14	25
Total	228	129	333

Initial Contact with Local Teachers

Survey questionnaires were mailed to 333 teachers during the latter part of April, 1966. A follow-up letter was mailed to those persons who had not responded by May 20, 1966. Included as a part of this letter was a brief questionnaire which teachers were asked to complete and return. (A copy of this letter with the form appear in Appendix C of the study.) Data in Table 2 indicate the numbers and types of responses from the questionnaire.

Table 2

Types and Numbers of
Responses to the Questionnaire

Type of Response	Number of Responses
TOTAL number of persons contac	333
TOTAL responses	229
The program did not meet limitations of study or responses on questionnaire indicated program did not fit the study	90
Incomplete questionnaires	11
Duplicate questionnaires received on the same programs	15
No such program in operation	5
Questionnaire received too late for use	29
TOTAL usable questionnaires based on completed questionnaires from programs meeting limitations of the study	79

Reasons for Rejecting Certain Responses

As outlined previously, only vocational programs operated in public high schools funded either partially or fully by P.L. 88-210 and designed specifically for students with special needs were included in the study. Failure to meet these qualifications resulted in the exclusion of 90 questionnaires from the study. Thirty of these exclusions resulted from reviews of the returned questionnaires while the other 60 programs were exluded as a result of the subsequent information through a follow-up letter. Table 3 summarizes the number of responses excluded and the reasons for removing them.

Table 3

Numbers and Types of Responses Excluded from Study

Reasons for excluding certain responses from the study	Number of Responses
Respondent reported no federal money involved	16
Respondent indicated program did not meet limitations of the study, no reason given	15
Program appeared to be special education for the mentally retarded	15
Program was not operated by a public high school	12
Program was pre-vocational	11
Program was operated only in junior high school	8
Program was still in the planning stages	7
No P.L. 88-210 money was involved	6
Total	90

From these data it can be determined that vocational programs for students with special needs were being developed by other agencies and, in some instances, outside of the public school. It is possible that those developing programs can also provide direction and examples for educators and vocational teachers as they plan and conduct such programs in the public high schools, but they were not included in the study.

Locations of Programs Used in the Study

All but three of the fifty-four states and territories contacted responded. The original responses from state and territorial directors showed that twelve of these states had no vocational programs in operation for students with special needs. A review of the 229 responses to the questionnaires eliminated all but seventy-nine questionnaires, and it was determined that there were fifteen additional states not represented in the study. Table 4 shows the twenty-four states from which usable responses were received and the number of schools from each state included in the study.

Table 4

Number of Programs of Vocational Education for Students with Special Needs by States Meeting the Qualifications for the Study

States Responding	Total Programs
Ohio	33
Florida	7
Illinois	5
Indiana	4
Utah	4
Michigan	3
Colorado	2
Maryland	2
Missouri	2
Pennsylvania	2
Tennessee	2
Arizona	1
Arkansas	1
Connecticut	1
Delaware	1
Iowa	1
Massachusetts	1
Minnesota	1
Nebraska	1
Nevada	1
New Mexico	1
North Carolina	1
Wisconsin	1
Wyoming	1
Total Programs	79

It should not be implied that these data include all the programs within these states nor should it be implied that there are no programs in operation in those states not represented in the table. However, twelve states did report they had no programs which met the criteria for the study.

Characteristics of the Setting in which Vocational Programs were Located

To enhance the understanding of vocational education programs for students with special needs, it seemed desirable to know something of the setting in which they were located. To secure such information, the respondents were asked to provide pertinent data from which the setting could be deduced. The first request for this type of data related to the vocational service area or areas under which the individual programs operated. Table 5 summarizes the number of programs by each service area or combinations of services involved.

It should be noted that nineteen of the respondents classified their programs as Occupational Work Experience but did not identify the vocational service responsible for those programs. The general operational pattern of vocational education in most states would probably place these programs under one of the service areas. Since this could not be ascertained for all states, these programs are reported as a separate category.

Table 5

Number and Percentage of Programs for
Youth with Special Needs by the
Vocational Services Involved

Vocational Services Involved	Number of Programs	Per Cent
Trade and Industrial Education	23	29.0
Occupational Work Experience (No service identified by respondents)	19	24.0
Home Economics	10	13.0
Vocational Agriculture	9	11.0
Distributive Education and Trade and Industrial Education Combination	7	9.0
Business and Office Education	6	8.0
Distributive Education	2	2.5
Business and Office Education and Distributive Education Combination	2	2.5
Business and Office Education and Vocational Agriculture Combination	1	1.0
Total	79	100.0

School and Community Setting

With the reported decline in the number of schools has come an accompanying growth in size of schools. Changes in population patterns also affect school size and enrollment in various programs. The respondents were asked to describe the community and school setting by giving population and enrollment figures for the program on which they reported. Table 6 presents the data relating to school and community settings.

Table 6

Distribution of Selected Characteristics of
School and Communities Offering Vocational
Education for Students with Special Needs

Selected Characteristics		Number	Per Cent
Type of High School			
Comprehensive High School		50	63
General High School		21	27
Vocational High School		5	6
Others		3	4
	Total	79	100
Size of Community			
50,000 - over		33	42
10,000 - 49,000		22	28
2,000 - 9,000		11	14
Under 2,000		4	5
Not Reported		9	11
	Total	79	100
Size of School			
1,500 - over		35	44
500 - 1,400		30	38
100 - 400		8	10
Under 100		1	1
Not Reported		5	6
	Total	79	100

Table 6 (continued)

Selected Characteristics	Number	Per Cent
Vocational Enrollment		
200 - over	27	34
100 - 199	19	24
50 - 99	11	14
Under 50	10	13
Not Reported	12	15
Total	79	100

High schools offering three or more reimbursable vocational programs were classified as comprehensive high schools, and those which had less than three reimbursable vocational programs were categorized as general high schools.

The majority of all programs, 50 (63%), were located in comprehensive high schools which offered three or more reimbursable vocational programs. Of this 50, 35 of the schools were 3-year high schools. Thirty-three (42%) of these programs were in high schools located in communities with 50,000 population or over. Of these 33, 20 programs were located in schools situated in population areas of 100,000 and over. Only one program was located in a school situated in a rural community. The 79 programs were located in schools ranging in size from less than 100 enrollment to over 1,500 enrollment. Of these schools, 35 (44%) had 1,500 or more students. The vocational enrollment varied from less than 50 to over 200 students enrolled in all vocational programs. The majority of the schools, 27 (34%), had vocational enrollments of 200 students and above. Only 21 (27%) of all programs were located in schools having vocational enrollments of less than 100 students.

The majority of all programs reported were located in large, comprehensive high schools with relatively large vocational enrollments and situated in heavily populated areas.

Financial Support

Before a program could qualify for inclusion in this study, it had to be supported in part from vocational funds available as a result of the passage of P.L. 88-210. To determine the funding pattern, the respondents were asked to indicate by percentages the amount of funding from several suggested sources. This question was difficult to answer for many of the respondents because, as some indicated, local teachers did not have access to this type of information. However, 65 of the 79 respondents did provide information on the percentage of P.L. 88-210 funds used in their programs. The remaining 14 respondents indicated that P.L. 88-210 funds were involved in their programs but failed to provide percentages. These data are presented in Table 7.

Table 7

Distribution of Programs Using P.L. 88-210
Funds by Per Cent of Funds Involved in Program

Percentage of P.L. 88-210 funds involved	Numbers of Programs	Per Cent
100%	5	6.3
75-99%	5	6.3
50-74%	15	19.0
25-49%	27	34.0
10-24%	5	6.3
Less than 10%	8	10.0
Reported but per cent not shown	14	18.1
Total	79	100.0

Although there was a lack of response to the requests for percentages of state and local funds involved, some conclusions could be drawn based on those who did respond. A majority or 26 respondents indicated that from 25 to 50 percent of their funds came from state support. Only seven respondents indicated a source of funds other than those mentioned. Four of these involved funds from P.L. 89-10, Elementary and Secondary Education Act of 1965, while the remaining three respondents indicated other sources without identifying the funding agency. Based on the trends indicated in the data received, it would appear that a basic formula for support of these programs would be 50 percent local funds, 25 percent state funds, and 25 percent P.L. 88-210 funds.

Classification of Programs

To determine the basis on which programs were being operated, the respondents were asked to specify the classification of their program. The suggested classifications were: 1) experimental, 2) pilot, 3) demonstration, 4) developmental (changing or evolving type of program), and 5) regular (established or on-going program). None of the respondents categorized their programs as demonstration programs. Thirty-two (41%) of the respondents said their programs were regular programs. Twenty (25%) of the programs were classified as pilot programs, 15 (19%) as developmental programs, and 12 (15%) were classified as experimental programs.

Years Programs were Initiated

To determine the effect of the passage of P.L. 88-210, the respondents were asked to indicate the school year in which their programs began. The majority, 66 (84%) of the respondents, stated their programs started after 1962. Table 8 contains the responses to this question.

Table 8

Distribution of Program by School Years in Which Programs Began

First Year of Program		Number of Programs	Percentage of Programs
1965-66		37	47
1964-65		17	21
1963-64		14	18
Prior to 1963		11	14
	Total	79	100

Summary

This chapter was concerned with the introduction to the report, including need for the study, procedure used, and a general description of the setting for vocational education programs for students with special needs.

The need for this study is predicated on society's growing concern for the disadvantaged and the passage of legislation which encourages the expansion of vocational education to meet the needs of students who cannot succeed in regular vocational programs. The Center for Vocational and Technical Education initiated this study to provide a base from which further research can proceed and to provide assistance to administration and teachers in planning and conducting vocational education programs for students with special needs.

A questionnaire was developed to secure the data upon which this report is based. State directors of vocational education and others provided the names of 333 local teachers to whom copies of the questionnaires were mailed. A follow-up letter in addition to the questionnaire helped determine the status of programs in which 229 of these teachers were located. Many of the responses were duplicate reports on programs which had more than one teacher. Sixty-nine per cent of all teachers contacted responded.

Seventy-nine questionnaires from 24 states were judged usable for this study. Of the 150 responses not included, 90 were excluded because the programs reported did not meet the qualifications of the study. Twelve state directors of vocational education stated there were no programs in operation in their states, and 15 additional states were determined as not having programs which met the qualifications of the study. Three other states did not respond.

The majority of programs reported were operating under the supervision of only one vocational service. These programs were located primarily in large, comprehensive high schools situated in heavily populated areas and were generally funded by 50 percent local funds, 25 percent state funds, and 25 percent federal funds.

The majority of these programs, 41 percent, were reported to be operating as regular programs rather than as the other classifications suggested. Sixty-six, (84%) of all vocational educational programs for students with special needs included in this study were begun after passage of P.L. 88-210.

SUMMARY OF FINDINGS

1. Few states had appreciable numbers of vocational education programs for students with special needs, and over half of all states had no programs which met the scope of this study.

2. Public Law 88-210 has had an effect on the development of vocational education programs for students with special needs in that all programs included were supported in part by funds authorized by this Act, and 85 percent of the programs were established after 1962.

3. The majority of the vocational education programs for students with special needs were operated as established vocational programs; were located in large, comprehensive high schools; were situated in heavily populated areas; were funded from a combination of federal, state, and local sources; and were supervised by only one vocational service at the state level.

4. The majority of vocational education programs for students with special needs had been developed primarily as a result of local initiative on the part of local administrators and vocational teachers with little involvement of state vocational services or university and college personnel.

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CHAPTER II

ADMINISTRATION

Introduction

Ten items were selected to determine administrative characteristics of vocational programs for students with special needs. Table 9 is a compilation of general characteristics of administration in the 79 programs reported. The table indicates the number and percentage of programs possessing these characteristics.

Table 9

Selected Characteristics of the Administration of Vocational Programs for Students with Special Needs (N=79)

Characteristics of Programs	Programs Possessing Characteristics Number	Percentage
Initial planning--involved groups or persons other than teachers	73	92
Administrative--person in charge, also in charge of other vocational programs	68	86
Agencies outside of school system involved:		
Administration	23	29
Supervision	50	63
Financing	79	100
Advisory	62	78
Operates maximum enroll. required	63	80
Operates minimum enroll. required	45	57
Per pupil cost same as other vocational programs	45	57
Physical facilities--designed or modified for program	29	37
Operates under separate administratative policy	16	20
Student required to pay fees to participate in program	11	14

Administrative Head

School administrators seldom have full responsibility for any segment of the educational program. In some schools where the staff in a department is large enough to warrant it, a teacher may assume some administrative responsibility. In many large vocational programs, a quasi-administrator under the title of vocational director or supervisor often performs administrative tasks. To determine the relationship of administrators to these programs, the respondents were asked to indicate if the administrative person in charge of other vocational programs in their school was also responsible for their program. They were also requested to indicate the percentage of time which an administrator spent in administering their program.

Sixty-eight (86%) of the 79 programs studied had the same administrative head as the other vocational programs in the school. As shown in Table 10, 43 administrative persons devoted less than 25 percent of their time to the administration of these programs, while 6 others devoted from 75 to 100 percent of their time.

Table 10

Percentage of Administrator's Time Devoted
to Vocational Programs for Students with Special Needs
(N=55)

Percent of Time Allotted to These Programs	Number of Programs	Percentage of Programs
25 - under	43	78
25 - 49	4	7
50 - 74	2	4
75 - 100	6	11
Total	55	100

Involvement of Outside Agencies

Literature in vocational education indicates that use of advisory committees and other persons and agencies outside of the school have been the mark of many successful vocational programs. To determine the involvement of outside agencies or groups in vocational education programs for students with special needs, the respondents were asked to indicate the areas in which such groups were involved with their programs. Their responses were listed under areas of administration, supervision, financial support, and advisory capacity. The summary of other agencies involved in these areas are shown in this table (N=79):

	Number	Percent
Financing	79	100
Advisory Capacity	62	79
Supervision	50	63
Administration	23	29

Only 23 (29%) of the 79 schools reported that agencies outside the school were involved in some manner with the administration of these vocational programs. The division of vocational education was involved in the administration of 13 programs, the state department of education in 7 programs, and other agencies with 3 programs. Fifty respondents (63%) reported that other agencies were involved in the supervision of their programs. Twenty-eight of these 50 respondents reported the division of vocational education was involved while 10 reported that the state department of education participated. Other agencies involved in supervision included local industry and businesses, the division of secondary education, university personnel, and other agencies not specifically identified. All respondents also reported the other agencies involved in financing their programs. Again the division of vocational education, working with 31 (39%) programs, and the state department of education, involved with 22 (28%) programs, composed a majority of outside agencies involved in financing these programs. Sixty-two (79%) of the respondents reported various agencies involved in an advisory capacity to their programs. Most advisory groups, as reported by 33 respondents, were composed of a combination of agencies or groups working together. Twelve individuals identified the division of vocational education as an advisory group, while seven individuals worked with university or college personnel and five with local businesses or industries. Other agencies mentioned as serving in an advisory capacity were the U. S. Department of Labor, the State Department of Education, and the State Employment Service.

Although administration of vocational programs continues to remain the responsibility of the local school system, other agencies can be extensively involved in supervision, financing, and as advisory groups.

Specific Administrative Policy

The broad involvement of vocational education programs with agencies and people outside the local school system suggests a need for the development of specific administrative policies covering these programs. To ascertain the degree to which such policies have been developed, respondents were asked to indicate if any separate and specific policy was in force in their schools for their programs. The summary of the responses to the question is shown in this table:

	Number	Percent
Program operates under regular school policy	61	77
Program operates with specific school policy for this program	16	20
No response to question	2	3

Sixty-one (77%) of the respondents reported their programs were operating under the regular administrative policy of the school system while 16 (20%) of the individuals replied there was a separate, written administrative policy for their programs in addition to regular school policy. The majority of schools operating with a specific policy for the vocational education program reported that the separate policies related primarily to employed students and to enrollment.

Based on these reports, it may be assumed that the regular school policies are sufficiently broad and inclusive to cover contingencies which may arise relative to vocational education programs for students with special needs.

Evaluation

The recent development of vocational education programs for students with special needs precluded the application of evaluation procedures at the time of the study. There was also confusion on the part of the respondents regarding the evaluation question, and over one-half of them failed to answer the question or answered relative to student evaluation rather than program evaluation. The lack of conclusive data necessitated omitting any report on evaluation.

Per-Pupil-Cost of Special Programs

A common characteristic of most vocational education programs has been the higher-than-average cost per pupil when compared to other school programs. To determine if this characteristic was evident in these programs, the respondents were asked to indicate the per-pupil-cost of their special program in relation to regular vocational programs.

There was variation in the reported per-pupil-costs of vocational education programs for students with special needs. As indicated in Table 11, 45 (57%) of the respondents reported these programs cost the same as regular vocational programs, 19 (24%) respondents indicated that the per-pupil-cost was higher, and 15 (19%) reported the cost as lower. One program was reported as being 100 percent higher in cost than a regular program while 12 respondents reported that the special vocational program was less than 25 percent more expensive per pupil. The same number, or 12 respondents, indicated programs were operating at 10 percent less per-pupil-cost than regular programs, and 3 of the respondents said that per-pupil-cost was from 25 to 50 percent lower.

Table 11

Comparison of Per-Pupil-Costs for Vocational Education Programs for Students With Special Needs and Regular Vocational Programs

Levels of per-pupil-cost of programs compared to regular programs	Number	Percent
Per-pupil-cost same as in regular program	45	57
Per-pupil-cost higher	19	24
Per-pupil-cost lower	15	19
Total	79	100

Physical Facilities

The specialized knowledge and skills taught in most vocational courses require that physical facilities be developed to fit the program. To determine the extent to which special vocational programs were operating in specially planned facilities, the respondents were asked to respond only with "yes" or "no" to the question concerning facilities. The respondents were not asked to describe how physical facilities were designed or modified.

A majority or 49 (62%) of respondents indicated their physical facilities were not designed or modified specifically for the operation of vocational education programs for students with special needs. However, 29 (37%) respondents indicated their facilities were designed or modified for the program.

Enrollments per Teacher

A generally accepted principle of operation for vocational programs has been the establishment of minimum and maximum enrollment requirements per teacher. Although this characteristic is used widely to determine in part the reimbursements for vocational programs, it has also served as a limiting factor in setting the size of classes. Many writers strongly recommend that smaller pupil-teacher ratios are needed when working with disadvantaged students. The respondents were asked to indicate whether they had a minimum or maximum enrollment requirement. Where there were such requirements, the respondent was asked to state the numbers of students required.

Minimum enrollment requirements were reported by 45 of the 79 programs. As indicated in Table 12 these varied from enrollments of less than 10 to a minimum enrollment of 30. Eighteen or 23 percent of the respondents reported that minimum enrollments ranged between 15-19 students. Twenty-three of the respondents indicated that no minimum enrollment requirements were specified.

Table 12

Distribution of Programs Having Minimum Enrollments per Teacher

Minimum enrollments per teacher	Number of Programs	Percent
Under 10 students	9	12
10 - 14 students	13	16
15 - 19 students	18	23
20 students and over	5	6
No minimum enrollment required	23	29
No response	11	14
Total	79	100

Maximum enrollment requirements were reported by 63 of the respondents. Only 10 respondents indicated there was no maximum. As shown in Table 13, the maximum enrollment for teachers varies from less than 10 to over 30, with 21 to 25 students per teacher being reported by the majority or 23 of the respondents.

Table 13

Distribution of Programs Having Maximum Enrollments per Teacher in Vocational Programs for Students with Special Needs

Maximum enrollments per teacher	Number of Programs	Percent
Under 10 students	2	3.0
10 - 15 students	13	16.0
16 - 20 students	13	16.0
21 - 25 students	23	29.0
26 - 30 students	8	10.0
Over 30 students	4	5.0
No maximum enrollment required	10	13.0
No response	6	8.0
Total	79	100.0

The fact that 63 programs had either no minimum enrollment or less than 20 students required per teacher indicates that consideration is being given to reduced student-teacher ratios in special programs.

Program Enrollment

As part of the general characteristics of vocational education programs for students with special needs, the respondents were asked to indicate the number of students enrolled in these programs. Although these data do not necessarily show the enrollment on a per teacher basis, they are included to indicate the range of sizes of existing programs. Table 14 shows that a majority of these programs are enrolling less than 50 students, indicating that many programs have a relatively small pupil enrollment per teacher.

Table 14

Distribution of Programs by Number of Students Enrolled in Vocational Education Programs for Students with Special Needs (N=79)

Number of Students	Number of Programs	Percent
Under 15	14	18
16 - 25	19	24
26 - 50	19	24
50 - 200	13	16
Over 200	3	4
No Response	11	14
Total	79	100

Only 16 (20%) of the 79 programs enrolled more than 50 students.

Program Planning

According to writers in the field of administration, involvement of personnel in the planning of programs is a necessary prerequisite to the successful implementation and operation of any school program. To determine who was involved in the original planning for these vocational education programs for students with special needs, respondents were asked to indicate individuals or groups involved in the original planning for the program.

As indicated in Table 15, administrators were reported by 76 of the respondents as being involved in the original planning for these programs. Teachers were involved with others in planning for 67 of these programs. The next most often mentioned agency was the state vocational service which was involved in planning for 36 of the 79 programs. Three teachers stated they were the only individual involved in the original planning. Other individuals or groups who were cited as being involved in the original planning for these programs were curriculum directors, guidance personnel, advisory committees, business or industrial leaders, and university personnel.

These data indicate there has been broad involvement of personnel connected with these programs in the initial planning of the programs.

Table 15

Involvement of Various Personnel in Initial Planning for Vocational Programs for Students with Special Needs

Personnel of Groups Involved in the Original Planning for Vocational Programs	Number of Programs	Per Cent
Administrator, Guidance Personnel, and Curriculum Director	18	23
Administrator, Teacher, and the State Vocational Services	17	21
Administrator, Teacher, Curriculum Director, and State Vocational Services	15	19
Administrator and Teacher	10	13
Administrator, Teacher, Advisory Committee, and Other Not Specified	8	10
Administrator, Teacher, Guidance Personnel, State Vocational Services, and Others	4	5
Administrator and Guidance Personnel	3	4
Teacher Only	3	4
Administrator and Advisory Committee	1	1
Total	79	100

Student Fees

Characteristically, many vocational programs have required students to pay fees in order to reduce school cash outlay in paying the cost of operating these programs. In order to determine if fees were required, and if this tended to limit enrollment in these programs, the respondents were asked to state if fees were required. They were also asked to state if this tended to limit enrollments in their programs.

Sixty-eight (86%) of the respondents replied there was no administrative requirement that students pay fees. Of the 11 (14%) respondents indicating fees were required, 10 said that fees were $5.00 or less, and one reported a $10.00 fee. Of these 11, none believed that the fees had the effect of limiting enrollment, and 6 of these 11 respondents said that provisions were made to assist those students who could not afford to pay the fees.

Summary

Characteristics related to the administration of vocational education programs for students with special needs were presented in this chapter.

Administrative persons in charge of these programs also had administrative responsibility for other vocational programs in 86 percent of the programs. Administrators were reported to be involved in the initial planning for the majority of the programs.

Agencies outside the school were involved in financing all the programs. Seventy-eight percent of the programs had other agencies involved in an advisory capacity and 63 percent had them involved with supervision. Per-pupil-costs were the same as in regular vocational programs in 57 percent of these programs.

Only 20 percent of the school systems having vocational programs for students with special needs had separate administrative policy for those programs. However, 80 percent had maximum enrollment limitations, 57 percent had minimum enrollment limitations, and 14 percent of the programs required the students to pay fees. Thirty-seven percent of the programs were operating in facilities which were specifically planned or modified for vocational education programs for students with special needs.

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SUMMARY OF FINDINGS

1. Administrative patterns in these programs are very similar to those in regular vocational programs, and few schools have a specific administrative policy which is applied to these programs.

2. Administrators were involved in the initial planning for these programs, and the majority of the programs in operation are in schools with sympathetic and interested administrators.

3. Administrative policies in a majority of the programs keep class sizes relatively small, and few programs require students to pay fees, offering greater opportunity for students with special needs to participate and to secure the attention they need.

4. The majority of the programs utilize on-the-job training to provide students with needed abilities and skills, therefore, little need for special physical facilities exists.

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CHAPTER III

PUPIL PERSONNEL

Introduction

Many references describe the characteristics of the disadvantaged, but little has been said about vocational education for disadvantaged students. Twelve items were included in the questionnaire to determine some of the characteristics and limitations of students enrolled in vocational education programs for students with special needs. Table 16 summarizes some of the selected characteristics of these students.

Table 16

Selected Characteristics of Pupil Personnel of Vocational Programs for Students with Special Needs (N=79)

Characteristics of Programs	Number	Percentage
Involves students with various disadvantages	70	88
Minimum level of ability or other qualifications limits enrollment	54	68
Student required to participate in experience programs	53	67
Maximum level of ability or other qualifications limits enrollment	48	61
Cooperative selection committee determines enrollment	34	43
Involves students from all high school grade levels	27	34
Upper or lower age level limits enrollment:		
Upper	12	15
Lower	39	49
Ability grouping or other technique used to divide students into groups	23	29
Youth organization operates in conjunction with program	19	24

Types of Handicaps

Students with special needs were categorized by six types of handicaps. These were physical handicaps, educational deprivation, economic deprivation, social disadvantage, ethnic disadvantage, and below average mentality. Only 14 (18%) programs enrolled students with the same handicap, while all others operated with two or more types of disadvantaged students involved. As shown in Table 17, seven respondents indicated their program was for those students with educational handicaps and seven others for the student with below average mentality.

Table 17

Numbers of Programs Enrolling Handicapped Students by Reasons for Handicaps (N=79)

Reasons students cannot succeed in regular vocational programs	Number of Programs	Per Cent
Educationally deprived, socially disadvantaged, below average mentally	30	38.0
Educationally deprived, economically deprived, socially disadvantaged, ethnically disadvantaged	10	13.0
Educationally deprived, economically deprived, physically handicapped, and others not listed	11	14.0
Below average mentally	7	9.0
Educationally deprives	7	9.0
Economically deprived, socially disadvantaged, and others not listed	6	7.5
All categories above except physically handicapped	6	7.5
Other reasons not listed in questionnaire	1	1.0
Educationally deprived and ethnically disadvantaged	1	1.0
Physically handicapped	0	0.0
Total	79	100.0

Sixty-five (82%) involved two or more types of disadvantaged students. There were no programs specifically for students with physical handicaps; however, one program contained some physically handicapped students. Social disadvantage was most commonly mentioned disadvantaged and was reported as the causal factor in over half of the programs.

Based upon the description of handicaps in the literature and the pattern reported in the study, programs developed in the future will probably include those students with more than one disadvantage rather than students with a single type of disadvantage. The lack of precise descriptive terminology makes it difficult to categorize students by only one handicap.

Grade Level of Students

State plans have often specified that the student must be a specific age to enroll in vocational programs. Local schools, in turn, have limited enrollment to upper grade levels to ensure enrolling only students meeting these age limit requirements. A combination of these two factors has often limited students with educational disadvantages to nonvocational programs until their junior year in high school. The disadvantaged child, characterized by repeated failures, would be old enough upon entry into high school to enroll in any vocational program having a minimum age requirement but cannot enroll when there is a grade level requirement. This type of student often drops out of school before he reaches the grade level at which he can take the vocational program.

To determine the pattern of operation in vocational programs for students with special needs, the respondents were asked to indicate at what grade level their programs operated. Table 18 shows that 27 (34%) of the programs include freshmen through juniors while 13 (16%) programs were specifically designed for any one of high school grade level. There were also 13 programs operating on an ungraded basis which included 3 programs designed specifically for former dropouts. Of the total, 51 of the 79 programs were available to juniors and seniors. Students at these grade levels had greater opportunities for enrollment in vocational courses for students with special needs than at any other grade level.

Table 18

Educational Level of Students
Enrolled in Vocational Programs

Grade level of students enrolled	Number of Programs	Per Cent
Freshmen, Sophomores, Juniors, and Seniors	27	34
Junior-Senior combination	18	23
Ungraded (may include below average students from any grade)	10	13

Table 18 continued

Grade level of students enrolled		Number of programs	Per Cent
All other combinations		7	9
Senior		5	6
Freshmen		4	5
Sophomore		3	4
Former Dropouts		3	4
Freshman-Sophomore combination		1	1
Junior		1	1
	Total	79	100

Since age will probably remain a major determinant for deciding who may enroll in vocational programs, it is unlikely that there will be much change in the pattern of programs in the future. However, some writers in the field of education believe that if assistance is to be offered students with special needs, they must be reached at an earlier age. With only three programs reported for dropouts, it would seem that this area would also offer a fertile field for program development in view of the number of students who annually drop out of school.

Age Limits

Vocational education legislation has prescribed a minimum age level of 14 years of age or older for participation in vocational programs. Students normally graduate from high school at ages 18 or 19. Writers in the field characterize the disadvantaged as being one to two grades behind their peers. To determine the age ranges for students with special needs, the respondents were asked to indicate if their program had an upper or lower age limit.

As shown in Table 19, 39 (49%) programs had lower age limits ranging from under 14 to 16 years of age. The majority of these, or 27 programs, stipulated 16 years of age as the minimum.

At the other extreme, 56 (71%) of the respondents indicated no upper age limit. Of the 9 respondents indicating an upper age limit, 2 reported age 18, 5 reported age 20, and 2 reported age 21 as maximum ages. Fourteen respondents did not answer the question on upper age limits.

With the large number of respondents reporting 16 years as a minimum starting age, it is evident that these programs could not be used by early school dropouts. Vocational programs for students with special needs are fewer in number at a lower age level. The lack of upper age limits in the large majority of the programs should offer encouragement for the return of former dropouts.

Table 19

Number of Programs with Upper or
Lower Age Limits Limiting Participation

Age Limits		Number of Programs
Lower		
	Under 14	3
	14	3
	15	6
	16	27
	None	40
	Total	79
Upper		
	18	2
	19	0
	20	5
	21	2
	None	56
	No response	14
	Total	79

Selection of Students

Vocational educators have been reluctant to include less able and slower learners in their regular programs. Some of these educators have warned against vocational education becoming the "dumping ground" for those who cannot succeed academically. To determine if vocational programs for students with special needs were having to take all students without selection, the respondents were asked to indicate the procedure for selecting students used with their programs. Seventy (89%) of the respondents stated, as shown in Table 20, that other persons in addition to teachers participated in the selection process. Of these 70, approximately one-half, or 34 of the respondents, indicated that the vocational teacher, guidance counselor, administrator, and other teachers made selection decisions based on tests, records, and observed student abilities. In the various selection schemes, teachers and administrators were mentioned most often as participants. As a rebuttal to the "dumping ground" theory, it is noted that only two teachers reported they were required to take all students who were sent to them without participating in their selection or screening.

Table 20

Procedures Used in Selecting Students Enrolling in Vocational Education for Students with Special Needs

Personnel Involved	Number of Programs	Per Cent
Cooperative selection committee	34	43
Guidance counselor selects for teacher's approval	18	23
Teacher selects from lists provided by administrator or other teachers	14	18
Teacher and administrator select from all interested	6	8
Teacher takes all who are interested	4	5
Teacher takes all who are sent	2	2
Teacher selects from referrals by teachers	1	1
Total	79	100

Ability Limitations for Enrollment

Although all students with special needs are not characterized by low mental ability, this characteristic has traditionally been associated with these individuals. According to some writers, the use of I.Q. scores has been overemphasized and overworked in categorizing students. To determine the extent to which mental ability is used in selection of students for vocational programs for students with special needs, the respondents were asked to indicate if a minimum or maximum level of ability or other qualifications were used to limit enrollment.

Thirty-five respondents indicated minimum I.Q. range of 70 to 75 as a limiting characteristic, while 31 programs were reported to use an I.Q. score of 90 as a maximum level of ability which limited enrollment in those programs. Other characteristics mentioned most often were reading ability and whether or not the student was employable. Fifty-four programs (68%) of the respondents indicated a minimum ability level or other characteristics which tended to limit enrollment. Forty-eight (61%) of the respondents reported a maximum ability level or other characteristic which limited enrollment.

Based on these charecteristics, the majority of all programs limit participation bas on one or more characteristics. This factor would tend to eliminate some students who could benefit from vocational training, particularly students with high mental ability but with some other special need or disadvantage.

Student Participation in Experience Programs

Vocational education has commonly used experience as one of the primary methods of teaching. To determine the manner in which such training has been developed in these new programs, the respondents were asked to indicate if their students were required to participate in activities such as on-the-job experience, supervised farm experience, home experience, or other types of experience programs. They were also asked to describe the type of experience program which they operated.

Fifty-three (67%) of the respondents indicated that such an experience was required while the other 26 indicated no such requirement. Of the 53, the majority or 44 of the respondents reported supervised on-the-job training as the basic experience program. Eight respondents said their students were required to work 15 hours per week, not necessarily under supervision, while one respondent used field trips to provide the experience.

The respondents were also asked to indicate whether the requirement that a student participate in an experience program tended to limit the enrollment and whether or not any assistance was given the student in locating and securing experience opportunities. Twenty-seven (34%) of the respondents believe that the requirement tended to limit enrollment; all of the respondents whose programs required experience indicated that the school or teacher assisted the students in securing experience opportunities. Forty-four of these teachers said that they assisted the student in securing job locations and by providing supervision on the job.

The response to these questions indicated that the majority of these programs were of an occupational work experience nature. Although the actual type of occupational experiences provided were not described, they could be assumed to be training for service-type occupations rather than training for skill.

Youth Organizations

Since the inception of vocational education, a number of youth organizations have developed in conjunction with local programs. These have become national organizations and have served as aids in training vocational students. To determine the extent to which youth organizations were prevalent in connection with these new programs, the respondents were asked to indicate whether there was a youth organization connected with their program and if so, what percent of their students participated.

A large majority of the respondents, 76 percent indicated that no youth organization was available. Of the 19 (24%) who indicated such an organization was available, 2 of these reported that none of their students took an active part in the organization. The other 17 respondents said that from 10 to 100 percent of their students belonged to the available organization.

Use of Grouping Techniques

Students enrolled in vocational programs for special needs have a variety of disadvantages or deprivations which place them in such programs. To find out if there was further grouping of these students, the question was asked if any procedure was used for dividing students where more than enough students were enrolled to complete one section.

Only 23 (2 of the respondents indicated some procedure for dividing students into groups. Ten of the respondents said that interest and ability were the only characteristics considered. Ten other respondents grouped their students by grade levels while the other three respondents reported the use of tests and selection committees. Forty-nine (62%) of the respondents reported that no special selection technique was used.

Summary

This chapter has presented an overview of selected characteristics of pupil personnel in vocational programs for students with special needs. Students with various handicaps were involved in these programs primarily at the junior and senior grade levels in high school. Students were most often selected through the use of cooperative selection committees composed of vocational teachers, administrators, guidance counselors, and other teachers. The most often used criteria for selection of these students was I.Q. scores, with the majority of programs having minimum and maximum ability levels limiting participation. In most instances, students of 15 years of age or less were not permitted to enroll in these programs, and few of the program reported maximum (upper) age limits.

The majority of the programs required their students to participate in some type of experience program with occupational work experience being mentioned most frequently. Some of the respondents believed this requirement limited enrollment in their programs, but the majority of respondents said they assisted students in securing positions for the experience program.

Although youth organizations are available in most vocational programs, three-fourths of the respondents said that no such organizations were available to students with special needs enrolled in their vocational programs.

A large majority of the respondents indicated the use of selection procedures for determining who enrolled in their programs, but less than one-third of them indicated any procedure for deviding students into groups where more than enough students enrolled to make up more than one section.

SUMMARY OF FINDINGS

1. There are many limitations such as age, grade levels, ability levels, and other characteristics which are used in determining who may participate in these programs.

2. Most of these programs require all students to participate in occupational work experience as a means of teaching job knowledge and skills.

3. The majority of vocational education programs for students with special needs do not have a youth organization associated with them in which students in these programs can participate.

4. Few programs exist at the grade or age levels at which many of these students begin to drop out of school.

5. Selection procedures seem to be adequate in most of the programs, although I.Q. scores are often the only criterion suggested for selecting students who are eligible to participate.

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CHAPTER IV

CURRICULUM

Introduction

The characteristics of students with special needs make it increasingly necessary to develop a curriculum in special vocational education which is congruent with the level of ability and needs of these students. This section is designed to show some of the characteristics of curriculums as they have been developed in existing programs. To determine these characteristics, 10 items were included in the questionnaire. Table 21 shows the summary of the information in this area.

Curriculum Development

As indicated in the study, few of these programs were in operation prior to 1963. As far as could be determined, there were no curriculum guides to assist in planning vocational education for students with special needs. To determine whether some of the respondents' programs had curriculums which could be used as guides in curriculum development, the respondents were requested to answer three items on curriculum sources. The first item related to the availability of copies of curriculum outlines which could be used by others. Sixty-one (77%) of the respondents indicated their program was outlined in such a way that it could be adapted to another school system. Many of these people included copies of such information when they returned their questionnaires.

Table 21

Selected Characteristics of Curriculum
of Programs for Students with Special Needs
(N=79)

Characteristics of Programs	Number of Programs	Per Cent
Curriculum planned specifically for these students	75	95
Teacher and others cooperated in curriculum development	64	81
Students enrolled receive standard high school certificates	63	80
Curriculum outlined so it could be used for others	61	77

Table 21 continued

Characteristics of Programs	Number of Programs	Per Cent
Subject matter materials selected or developed to fit students' abilities	57	72
Primary goal to make students more employable	55	70
Curriculum adapted from another type program	53	67
Special audio-visual materials used to supplement curriculum	28	35
Special graduation certificate	12	15

Eighteen respondents indicated their curriculum was not available in a form that could be used by others.

The other two items related to curriculum development were concerned with the sources of information for their curriculums. Seventy-five (95%) of all respondents said the curriculum in use was planned specifically for their programs.

In the third category, 53 respondents said they had adapted a curriculum from another program in planning a curriculum specifically for their own use. Five individuals failed to respond to this question while the other 41 (50%) stated they did not adapt their present curriculum from any other program in operation. Those individuals who indicated the source of the curriculum from which they adapted materials said they had used a regular vocational programs outline as a guide for developing their new programs.

The large number of respondents who planned the curriculums specifically for their programs indicated that programs will differ to some extent. The amount of difference and kind of difference could not be ascertained from the information included in the responses. Sample curriculum outlines included with the returned questionnaires indicate a majority of these programs were developed on a level to meet the needs and abilities of students with special needs.

Occupational Goals

Most vocational programs have occupational or vocational goals for which the programs prepare students. These goals are most often expressed in the terms of the skills or abilities which the students learn. The respondents were asked to answer the question: "What are the occupational goals or purposes for which this program is designed to prepare the student-trainee?". The responses to this question were categorized into four types of responses as revealed by

Table 22. Although none of the respondents gave specific skill or ability goals, 55 (70%) reported their programs were designed to make the student employable. Improving future employees and making them more employable and better citizens appear to be the basic purposes for operating these programs.

Table 22

Stated Occupational Goals of the Vocational Programs for Students with Special Needs

Occupational Goals or Purposes		Number of Programs	Per Cent
Make student employable		55	70.0
Improve student's citizenship		11	14.0
Keep student in school		3	3.5
Exploratory--to develop a job interest		3	3.5
No response		7	9.0
	Total	79	100.0

Graduation Requirements

Some schools have developed multi-track systems within their schools programs to provide for a variety of student needs. Some of these systems have classified one track as the vocational program, and students receive special certificates at graduation. To determine graduation requirements for students with special needs in these vocational education programs, the respondents were asked if their program led to regular high school graduation. Those respondents who answered "no" to this were asked to indicate if their students would receive a special certificate upon graduation.

Sixty-three (80%) of the respondents said that students in their programs were qualified for regular high school graduation. Table 23 shows the percentages of students which the respondents expected would normally graduate from their high schools. Of the 14 respondents who said their students were not qualified for high school graduation, 12 indicated that those students would receive a special vocational certificate upon completion of a minimum high school curriculum. The other 2 respondents did not indicate the nature of high school termination for their students.

Table 23

Distribution of Programs by Percentages of
Students Who May Complete High School as
Predicted by Teacher

Percentage of Students Graduating from High School	Number of Programs
100%	11
75% - 99%	26
50% - 74%	13
25% - 49%	5
10% - 24%	2
Less than 10%	2
Did not report per cent graduating	4
No response	16
Total	79

Selection of Curriculum Materials

As Kemp and Riessman have stated, the disadvantaged have many difficulties associated with normal learning patterns in the public schools. Riessman believed that one of the primary styles of learning with these students is by physical and visual means rather than by aural or listening methods. Two questions were based upon this characteristic, and the respondents were asked to state whether special efforts had been made to adapt normal subject matter materials or to secure special audio-visual materials. Of the 75 responses to the first question, 57 (72%) suggested they had adapted the normal subject matter abilities to fit the abilities and needs of the students in their programs. In describing how, the majority of these respondents said that they had either selected their materials at a low reading level or had rewritten materials themselves, eliminating difficult vocabulary. Few of the respondents indicated any other type of adaptation of materials except in the mathematical area. The other 18 respondents stated they used regular subject matter materials. Twenty-eight (35%) respondents stated they had developed or secured special audio-visual material to supplement the curriculum materials in their program. Forty-six stated they had not secured such materials, and five persons failed to respond to the question. The respondents were also asked to list any special sources of such materials. Of those who responded to this request, a large majority indicated they developed their own or secured assistance from curriculum and materials specialists within their schools.

None of the materials reported were available for inspection; so it is not known at what level these were adapted. Further evaluation of these materials could result in securing valuable assistance for future programs.

Program Schedules

A blank schedule table was included in the questionnaire upon which the respondents were asked to show a sample schedule for a typical week of students in the program. The diversity of the responses made it impractical to summarize these in a meaningful manner. The only conclusion that could be drawn from an examination of the returns was that a majority of the programs provided one-half of the school day for academic and vocational subjects, and the other half of the day was scheduled as released time for student employment in occupational experience programs.

Personnel Contributing to Curriculum Development

Vocational curriculums are commonly developed cooperatively among teachers or with individual teachers working with outside agencies or groups. To determine the extent to which other individuals were involved with teachers in these programs in curriculum development, the respondents were asked to report what personnel had been involved in developing curriculum for their programs. Table 24 shows the summary of responses to this question. In 64 (81%) of the programs, the teacher was involved with one or more other individuals in developing curriculums. Many of the teachers indicated the other participants provided primarily advisory assistance rather than actual participation. Local vocational directors and administrators were mentioned most often as having an active part in the curriculum development.

Table 24

Personnel Contributing in a Major Way
to the Development of the Curriculum

Personnel Contributing to Development of Curriculum	Number of Programs	Percent
Teacher, vocational director, and local administrator	33	42
All individuals listed plus curriculum specialists, and other vocational teachers	19	24
Teacher only	8	10
Teacher, vocational director, state supervisory personnel	7	9
Teacher and guidance personnel	5	6

Table 24 continued

Personnel Contributing to Development of Curriculum		Number of Programs	Percent
Vocational director and local administator		4	5
Advisory group and university or college personnel		0	0
No response		3	4
	Total	79	100

Summary

This chapter was concerned with the characteristics of curriculum and curriculum development in vocational education programs for students with special needs. One of the concerns of the study was an attempt to identify some existent programs which could provide guidance to those persons planning such programs.

Sixty-seven percent of these programs were using curriculums adapted from regular vocational programs, and in 95 percent of the programs, the curriculums were planned specifically for the type of students enrolled. Seventy-seven percent of the respondents indicated their curriculums were outlined so they could be used by others. In 81 percent of the programs, the teachers were involved with administrators, guidance counselors, curriculum specialists, and others in developing the curriculums.

Further evidence of the planning involved in these programs was shown by the fact that in 72 percent of the programs, subject matter materials were selected or developed to fit the students' abilities. In 35 percent of these programs, special audio-visual materials suitable for these students had been developed or secured by the teachers in charge.

The primary goal or objective in 70 percent of the programs was to make the students more employable. Other respondents reported similar goals rather than technical skills or abilities. Eighty percent of the respondents said their students would qualify for regular graduation certificates, and, in most cases, the respondents predicted a majority of their students would eventually graduate from high school.

SUMMARY OF FINDINGS

1. The majority of programs were designed specifically for the type of students enrolled, and the curriculums in these programs appeared to be adapted to the abilities and needs of these students.

2. There has been little if any effort outside of the schools to develop curriculum content or materials to assist teachers in the operation of such programs.

3. Teachers have been the primary source of curriculum content, subject matter materials, and audio-visual aids, and where other persons were involved, they have been primarily from the local school system in which these programs were located.

4. The primary objective of the majority of these programs was to make the student more employable by offering him an opportunity to secure work experience during regular school hours; there were few programs which taught students a specific set of skills.

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CHAPTER V

SPECIAL SERVICES

Introduction

One of the recent major improvements in education has been the addition of many types of professional personnel who perform special services. These personnel not only assist teachers but are directly responsible for many student needs. It would be difficult to envision a successful vocational program operating without some of these individuals. To determine the types of special services available in vocational programs for students of special needs, 10 questions were included. Table 25 summarizes the major findings of these questions. Each of the 10 items will be discussed under separate headings to clarify the responses to the questions.

Special Service Personnel

Ideally, a school system should employ a wide variety of well-qualified personnel to work with the many problems of the disadvantaged child. These persons do not necessarily have to be full-time employees but should be available within a total school system when needed. To determine the numbers and kinds of these persons involved with vocational programs, the respondents were asked to indicate numbers of individuals classified as part-time, full-time, or on-call. An error in typing the questionnaire resulted in the full-time category being left out and the listing of two part-time columns. This did not seem to offer too much difficulty to the respondents, as most of them struck out one part-time and headed that column full-time.

Table 25

Selected Special Services Utilized in
Vocational Programs for Students with Special Needs (N=79)

Characteristics of Programs	Number of Programs	Per Cent
Provisions made for students to secure experience at school or on the job	73	94
School personnel other than teacher assist in early identification or potential enrollees	71	89
School provides counselor or other personnel to assist	69	87
One or more outside agencies assist students to secure employment	63	80

Table 25 continued

Characteristics of Programs	Number of Programs	Per Cent
School has system for early identification of potential enrollees	59	75
School provides special or remedial courses for these students	56	71
Advisory group works with teacher or school	44	56
Parents have closer relationship with program and teacher than in regular programs	43	54
School uses referral system to identify potential enrollees	33	42
School or vocational department provides placement service for students	29	37

In the questionnaire, 11 different types of personnel were suggested with an apportunity to add others not specified. The respondents were asked to indicate which individuals were presently available and those not available, but needed. There was no compilation of the total number of different types of individuals available by schools.

As shown in Table 26, the most often mentioned specialists available were school counselors, reported by 66 (84%) of the schools. School nurses and vocational supervisors were the next most often reported categories. In some instances the respondents reported having full-time, part-time, and on-call individuals available within the school system. The most often checked category for all types of personnel was the on-call category. This would indicated that such individuals are available within the school system but not necessarily located in the school system with the vocational education program.

The pattern of special service personnel available would indicate that many types of specialists are used throughout the school systems reporting. It was not determined to what extent these personnel were used by the respondents in their programs.

Table 26

Percentages of Programs Having Special Personnel Available to Assist Teacher or Students (N=79)

Kinds of Personnel Available	Number of Programs	Per Cent
School Counselor	66	84
School Nurse	62	79
Vocational Supervisor	61	77
Psychologist	55	70
Reading Specialist	45	57
Curriculum Specialist	40	51
Vocational Guidance Personnel	39	49
Speech Therapist	36	46
School Doctor	30	38
Social Worker	27	34
Physical Therapist	13	17

Advisory or Consultative Groups

In the administration section of this report, reference was made to kinds of agencies or groups which served in an advisory capacity to these programs. Since advisory groups are commonly used with skill-trade vocational programs, an attempt was made to determine to what extent these groups were also utilized for vocational programs for students with special needs. The respondents were asked to indicate whether such a group was involved with their programs.

Forty-four (56%) of the respondents indicated that advisory groups were involved in their programs. Of the various types of relationships suggested, 21 (27%) of the respondents said that the advisory/consultative group was specifically developed for their program. It was reported by 35 (44%) that they had no advisory/consultative group.

The additional fact that disadvantaged youth have difficulty in securing and holding jobs should encourage teachers of these programs to work closely with business and industry. Since it is impractical, in most instances, to work closely with all businessmen and industrial managers, the development of an advisory group could be a good substitute. These people can provide assistance in development of curriculum, job placement and experience, as well as in other resources to advance and improve vocational programs for students with special needs.

Table 27

Numbers of Programs by Types
of Advisory Committees Used (N=79)

Type of Advisory Committee Used		Number of Programs	Per Cent
Separate and specific advisory/consultative group for vocational program for students with special needs		21	27
Advisory/consultative group for the total vocational program in the school system		11	14
Advisory/consultative group for the particular school in which program operates		4	5
Advisory/consultative group for the total school system		3	4
Combinations of 2 or more above		3	4
Advisory/consultative group outside school on a state or regional basis		2	2
	Sub-total	44	56
None		35	44
	Total	79	100

Placement Service

Placement programs in public high schools are seldom referred to in educational writings. However, placement programs are considered essential among colleges and universities. To determine if such programs were beginning to develop in public high schools, the respondents were asked to indicate if such a service did exist in their schools. Twenty-nine (37%) indicated there was some type of placement program available to graduates of their program and that the vocational teacher or teachers served as the placement person in their school. Of the 50 remaining respondents, 48 said that no placement program was available in their school. One person said that such a program was being planned while the other teacher failed to respond to that question.

The fact that a few of these programs are developing across the nation should aid in providing guidelines for future development of placement agencies in the public high schools. The decision to involve the public schools in the placement program will have to be resolved in each school system.

Services by Agencies outside the School

Another issue which many school men are attempting to resolve is the interaction between the school system and non-school agencies. State employment agencies have been working with high school seniors in many schools for years, and in occasional school districts other agencies have been utilized to assist students. To ascertain the kinds of agencies involved with vocational programs for students with special needs, respondents were asked to indicate the agencies involved with their school systems and programs. As shown in Table 28, state employment agencies were involved more often than any other non-school group. Twenty-four (30%) of the respondents checked this agency.

Two other agencies were suggested in the questionnaire, private employment agencies and police probation departments or officers. None of the respondents indicated that these agencies worked in any way with their programs. No other agencies were identified by the respondents other than those suggested in the questionnaire.

Even though no reports of success or disappointment with these agencies were made, it would seem that the number of programs involving other agencies would suggest some success was forthcoming and further use of such agencies would be feasible.

Table 28

Number and Percent of Programs Involving
Non-school Agencies to Assist Students
in Becoming Employable

Agency or Group Working with Program to Assist Students to Become Employable	Number of Programs	Per Cent
State Employment Agency	24	30
Business or Trade Associations and Local Industry and Businessmen	18	23
Local Industry and Businessmen	12	15
Business or Trade Associations	5	6
State Rehabilitation Agency	3	4

Table 28 continued

Agency or Group Working with Program to Assist Students to Become Employable	Number of Programs	Per Cent
None	13	17
No response	4	5
Total	79	100

Opportunities for Application of Knowledge and Skills

This area is concerned with the same activity as was discussed under pupil personnel. In the pupil personnel section of this report, respondents were asked if students were required to participate in experience programs. To determine what provisions were made with respect to opportunities for experience, the respondents were asked to report the methods used in their programs. In a previous section of the report, 53 of the respondents said that work experience was required, but in response to this question, 73 respondents said that opportunities were provided for students to apply knowledges or skills taught by their programs. As shown in Table 29, the area of work experience again was in the majority with 40 (50%) of the programs reported as using on-the-job training or work experience as a method of providing this service. Viewed in combinations, parents were involved with 20 (25%) programs in providing occupational experience. Only 2 programs reported the use of public agencies, such as parks, buildings and grounds, and others as a means of providing opportunity for application of knowledge and skills.

Table 29

Methods by Which Students are Given Opportunity
to Apply Knowledge and Skills

Methods Used	Number of Programs	Per Cent
Work experience or on-the-job training	40	50
Work experience, vocational laboratory, and parental supervision	16	20
School vocational laboratory	10	13
Work experience and parental supervision	3	4
Public agencies; parks, buildings and grounds, shops, etc,	2	3

Table 29 continued

Methods Used	Number of Programs	Per Cent
Parental supervision at home or personal business	1	1
Other than any above	1	1
None	6	8
Total	79	100

Teacher-Parent Relationships

According to some writers, parents of the disadvantaged are just as interested, or in some instances more so, in their children's success in school than parents of other students. To determine what the relationship between parents and teachers would be in vocational programs for students with special needs, the respondents were asked to indicate if there was a closer relationship between parents and teachers than in a regular vocational program. If the response was in the affirmative, they were asked to describe how parents were involved with the program.

Forty-three (54%) of the respondents indicated a closer relationship between parents and teacher than in regular programs. Of these 43, a majority or 22 respondents indicated that parents were involved through home visits. It is worthy of note that none of the vocational agriculture teachers reported that parents were involved more through home visits than in their regular vocational courses. This may be true because vocational agriculture teachers normally utilize home visits as a method of working with parents and students in regular programs. Six of the occupational work experience programs and 14 of the trade and industrial programs were reported as using home visits as the method of involving parents more in these programs than in their regular programs. Other methods used to involve parents were parent-teacher cooperation in providing work experience, parent-teacher conferences, and utilization of fact that parents were more eager to help the teacher than in regular programs. These three categories accounted for 14 of the responses. Seven other respondents reported that parents were involved more but did not describe how.

The fact that 54 percent of the responses revealed that parents were involved more with these programs than with regular programs provides some indication that parental assistance can be secured if an attempt is made by the teacher. Further exploration is recommended to determine other ways in which parents can be meaningfully involved with these programs.

Remedial or Special Courses

Many programs reported as assisting disadvantaged children are of a remedial nature. These programs attempt to remove weaknesses or overcome some lack of ability or understanding. One of the purposes of the questionnaire was to determine what special or remedial courses were being provided for students with special needs who were enrolled in vocational programs.

Fifty-six (71%) of the respondents indicated their school system provided special or remedial courses to assist their students in correcting or improving some learning deficiency. Forty of these programs were reported as having some type of reading course in which their students were enrolled. The other 16 had their students enrolled in special classes which were in a self-contained classroom setting where more than one subject was taught. The remaining 23 (29%) of the respondents said that no special or remedial courses were provided in their school.

Identification of Potential Enrollees

Guidance counselors and other special service personnel have as one of their responsibilities the channelling of students to programs through which their needs can best be met. Without some prior information on students from teachers and other school personnel, guidance counselors have difficulty in identifying some individuals needing help. To cover the subject of identification, the respondents were asked to answer three questions.

The first question asked if the school system had any method for the early identification of enrollees for vocational education programs for students with special needs. If they answered in the affirmative, they were then asked to identify the grade level at which these students were first identified.

Fifty-nine (75%) of the respondents said their school systems did have such a system in operation. Four of these were at the elementary level, 29 at junior high school level, 18 at first year high school level, and 8 were either combinations of the above or the respondent answered only "yes" to the question. The remaining 20 respondents said no early identification program was practiced in their school system.

The respondents were then asked to identify the personnel who were responsible for the early identification of these potential enrollees. Six suggestions were made as to the individuals that might provide this early identification. Table 30 summarizes the 79 responses to this question. As shown in the table, vocational teachers were involved in combination with others in 47 of the programs and individually in only 8. The vocational guidance counselor was also identified as being involved in early identification in combination with others in 47 programs but acted individually in 14 of these programs. Industrial arts teachers were suggested as one source of early identification, but none of the respondents identified these teachers as being individually responsible in their school. They did, however, participate in combination with others in 27 programs as reported by the respondents.

Table 30

Personnel Involved In Early Identification of Potential Enrollees

Personnel Involved	No. of Programs Individual Only	No. of Programs In Combination With Other
Vocational Teacher	8	47
Classroom Teacher	5	27
Industrial Arts Teacher	0	27
Vocational Guidance Counselor	14	47
Administrator (Principal or Other)	1	35
Psychologist	1	27

The third question in this series asked whether there was a referral system in place of or in addition to the early identification program. Thirty-three (42%) of the respondents indicated that classroom teachers, elementary teachers, and administrators provided names of individuals on a referral basis to guidance counselors or vocational teachers. Forty-three (54%) said that there was no referral system active in their schools. The remaining four percent of the respondents failed to respond to the question.

All 79 respondents identified some individual or group of individuals who assisted by providing some identification of potential enrollees for their programs, but in only 75 percent of the cases was there any methodical approach to this problem. It can be assumed that if students are to be channelled to those programs which best meet their needs, a coordinated effort must be made with most school personnel participating to accomplish the task adequately.

Summary

An area entitled special services was included in the study to determine the kinds of services which schools provided to assist teachers and students in vocational education programs for students with special needs. This chapter was a report of what is available in the 79 schools included in the study.

Several questions in this area related to the identification of students for these programs. Seventy-five percent of the schools had planned systems for early identification of these students, and in some schools this identification began as early as the elementary school level. Respondents from 89 percent of the programs said that persons other than the vocational teacher were responsible for this identification although the vocational teacher was also involved in a large majority of the programs. Forty-two percent of the schools also had referral systems whereby other school personnel could help channel students to these programs.

Provisions were made in 94 percent of the schools for students to secure work experience either at school or on the job. Eighty percent of the schools involved outside agencies in helping students become more employable and secure employment. Thirty-seven percent of the schools or vocational departments had placement services to help the students secure their first job. Advisory groups worked with 56 percent of the programs, and parents had a closer relationship with 54 percent of the programs than in comparable, regular programs.

Many kinds of professional personnel were found to be available with school counselors being the most plentiful and reported by 84 percent of the respondents. Counselors were closely followed by school nurses in 79 percent of the programs and vocational supervisors in 77 percent. Special or remedial courses were available in 71 percent of the schools, and many of the courses were remedial reading conducted by specialists in 57 percent of these schools.

SUMMARY OF FINDINGS

1. Most school systems in which vocational education programs for students with special needs are located are identifying students for these programs prior to their entry into high school.

2. Practically all programs provided students with opportunities to secure work experience in the school or allowed the student released time in his schedule to work in business or industry.

3. Few schools had an active, organized placement service which assisted graduates of these programs to secure their first jobs.

4. Advisory committees were involved with only a small majority of vocational education programs for students with special needs.

5. Parents of students enrolled were involved more closely with vocational education programs for students with special needs than parents of students in similar regular vocational education programs.

6. A wide variety of professional personnel were found to be involved with a majority of these special vocational programs.

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CHAPTER VI

TEACHER PERSONNEL

Introduction

It would seem that teachers for vocational education programs for students with special needs should have abilities and understandings beyond that of teachers of regular vocational programs in order to cope with the additional problems resulting from working with the disadvantaged. To determine some of the characteristics of these teachers and the involvement of various teacher personnel in these programs, the respondents were asked to reply to 9 items relating to the area of teacher personnel. A summary of these responses appears in Table 31. Each item is reported separately in this section.

Table 31

Desirable Characteristics of Vocational Teachers for Students with Special Needs (N=79)

Characteristics of Programs	Number of Programs	Per Cent
Teachers need special personal qualifications to work with these students	78	99
Teachers have had occupational experience related to program	66	84
Teacher employed beyond regular school term	59	75
Teachers have had special education or training programs	56	71
Teachers devote 100% of time	44	56
Teacher involves resource people in instruction	43	54
More than one teacher involved	32	41
Teachers have assistants or special teachers to assist	22	28

Personal Qualifications

Many writers including Riessman and Strom believe that the selection of teachers for the disadvantaged should be based upon the individual personal qualities of the teacher rather than upon academic excellence alone. They emphasize teachers of the disadvantaged need somewhat different qualities than teachers working with average and above average children. Respondents were asked to indicate the personal qualifications needed by vocational teachers for working with students with special needs. Only one respondent failed to answer this question while 78 listed characteristics or qualifications they thought were necessary. It is interesting to note that a majority of the responses related to human qualities rather than knowledges, skills, or abilities necessary for an occupation. Sixty-three (80%) of the respondents suggested that teachers of the disadvantaged needed the qualities of patience, common sense, sense of humor, and understanding or a combination of all of these to work with the type of students enrolled in this program. Only 14 (17%) respondents believed that a teacher needed a knowledge of job skills or should have had work experience in order to work with the type of students enrolled in these courses. Table 32 summarizes the responses to this question. It is possible the manner in which the question was phrased resulted in a one-sided response in favor of personal qualities. An additional question was needed to determine what skills or abilities these teachers believed important.

The ability to predict success in teaching still eludes many educators and teacher-educators. The old adage that "teachers are born, not made" may be true. The respondents in this study apparently believed that human qualities are of the greatest importance in working with disadvantaged youth.

Table 32

Types of Personal Qualifications
Believed Needed by Teachers of Vocational
Programs for Students with Special Needs

Personal Qualifications Reported Needed by Teachers	Number of Programs	Per Cent
Patience, common sense, sense of humor, and understanding	24	30.0
Understanding of students	20	25.0
Patience	17	22.0
Knowledge of job skills	9	11.0
Work experience by teacher	5	6.0
Common sense and sense of humor	2	3.0
Public relations ability	1	1.5
No response	1	1.5
Total	79	100.0

Special Preparation of Teachers

Most other vocational teachers have little, if any, special training which qualifies them for working with other than average students. To determine what preparation, if any, is required for teachers in special vocational education courses for the disadvantaged, the respondents were asked to indicate whether the teacher had completed any special work. If they answered "yes," they were also asked to indicate the type of preparation and the number of college credit hours or non-credit hours involved.

Of the 76 persons responding to this question, 56 (71%) indicated they had had some special education or other preparatory work which helped them to work in these programs. Of these 56, approximately one-half had received their training in non-credit workshops, and the other half had pursued college training as a method of preparation. Those who indicated college credit courses reported most often working in guidance, counseling, special education, and psychology. Twenty (25%) of the individuals responding to the questionnaire said they had no special preparation for working with the disadvantaged.

Occupational Experience

Most vocational services require teachers to have had a certain number of years of actual work experience in the area in which they are teaching. To determine if these teachers of vocational education for students with special needs also had such requirements, the respondents were asked to indicate if they had occupational experience related to their programs. They were further asked to show the type of experience and the number of years involved.

Of the respondents, 66 (84%) indicated they did have occupational experience related to this program. However, when tabulated, the types of experience were found to be of such a wide variety that they were impractical to report individually. The majority of the indicated experiences were in the sales and service occupational areas. These ranged from occupations such as aircraft mechanic, grocery clerk, and sales agent, to waitress. It is interesting to note that with such a large majority of the respondents having had work experience, only nine teachers reported that they felt a need for knowledge and skills related to jobs as qualifications for teaching these programs.

Only 12 (15%) of the respondents said that they did not have any occupational experience related to their program. One respondent failed to answer this question.

Since teachers were not asked specifically if they believed occupational experience was essential to success in teaching these vocational programs, no conclusions can be drawn in this area. Some of the teachers did indicate voluntarily that they felt the teacher in these programs needed a broad knowledge in the world of work.

Teaching Certificates

An attempt was made to determine the types of teaching certificates the respondents held, and, if not certified, what problems they might have. All teachers reported they were certified in one manner or another, some temporarily, others permanently. The broad range of states from which the responses came made it difficult to categorize types of certificates and to know whether they were temporary or permanent. Twenty different types of responses were received in this section. The only conclusion that could be drawn from these data was that most of the certificates seemed to be of a secondary or vocational nature.

Use of Special Teachers or Assistants

There have been numerous articles in educational journals and other media discussing the use of teaching assistants or teacher aides in programs designed for the disadvantaged. The respondents were asked if their programs had such personnel available.

Of the 78 respondents, 22 (28%) said that they did have such assistance while 56 (71%) indicated that they did not. Of those assistants reported, most were either reading specialists or shop and laboratory assistants.

The small number of programs which had special teachers or assistants does not indicate their wide acceptance or a growing trend in this direction. However, the types of students enrolled often demand large amounts of individual attention, and the writer believes that further attention should be given to employing such personnel.

Teachers' Use of Resource Persons

As reported in some of the literature, an added incentive for learning with the disadvantaged is personal contact with successful persons outside the school. Respondents were asked what use, if any, they were making of resource people in the conduct of their vocational program.

Forty-three (54%) of the respondents indicated they used resource persons in their program. Of the other 36, 28 of the respondents said they used resource persons only to talk to their students, while 7 respondents indicated they used resource personnel for actual demonstration and teaching activities. The one other individual reported the use of a resource person as an advisor to the instructor. Forty-six percent of the respondents said they did not use resource persons.

Percentage of Teachers' Time Devoted to Program

The respondents were asked to indicate the percentage of time the teacher devoted to his program. Table 33 shows the percentage distribution of teachers' allotted time to the programs in the study. Forty-four (56%) of the respondents said they devoted 100 percent of their time while 15 (19%) respondents indicated they devoted 50 percent or less of their time to the program.

Table 33

Percentage Distribution of Teachers' Time
Allotted to Vocational Programs for
Students with Special Needs

Percentage of Time Allotted to Programs		Number of Programs	Per Cent
100		44	55.5
90 - 99		4	5.0
80 - 89		3	4.0
70 - 79		2	2.5
60 - 69		3	4.0
50 - 59		4	5.0
25 - 49		12	15.0
Less than 25		3	4.0
No response		4	5.0
	Total	79	100.0

The respondents were also asked to break down by percentages the amount of time they spent in the various activities related to these programs. Table 34 summarizes these responses.

Table 34

Percentages of Time Teachers
Spent in Various Activities

	(Percent of time spent (no. of programs)					
Activities	45-54	34-44	25-34	15-24	5-14	Under 5
Personal and vocational counseling	0	0	3	7	40	3
Classroom instruction	22	10	16	17	7	0
Laboratory instruction	4	6	5	9	3	0
Individualized work with student	0	0	1	16	30	4

Table 34 (continued)

Activities	Percent of time spent (no. of programs) 45-54	34-44	25-34	15-24	5-14	Under 5
Preparation of materials	0	0	3	15	37	4
Home visits	0	0	0	2	34	7
Supervision and coordination of work experience	0	0	22	15	15	2
Other activities	0	0	0	0	14	4

From the widespread responses of the percentages of teacher's time spent in various activities, it can be determined that classroom instruction and supervision of occupational experience programs require the majority of the teacher's time.

Numbers of Teachers Involved in Individual Programs

The large number of disadvantaged students located in certain areas and in certain schools should demand a broad program involving a number of teachers. To determine the number of teachers in the programs surveyed, the respondents were asked to indicate the number of other vocational teachers involved in any way with their programs. Thirty-two (41%) of the respondents said that more than one teacher was involved in those programs. Forty-seven respondents said that they were the only teacher involved, while two individuals failed to answer the question. Table 35 summarizes the response to this question. Where additional teachers were involved in the program, they were teaching other sections or groups within a total program.

Table 35

Distribution of Programs by
Numbers of Teachers Involved

Number of Teachers	Number of Programs Reporting
1	47
2	9
3	9
4	5
5	1

Table 35 (continued)

Number of Teachers	Number of Programs Reporting
6	2
Over 6	4
No response	2
Total	79

Extended Service of Teachers

Many vocational teachers are employed beyond the normal school year with some employed for the total year. To find the employment pattern in these programs, the respondents were asked to state the number of months they were employed. Respondents reported that 59 (75%) of these teachers were employed on extended contracts beyond the regular school year. Table 36 shows the number of programs employing teachers for various lengths of time.

Table 36

Numbers of Programs Employing
Teachers on Extended Contracts

Number of Months Teacher Employed	Number of Programs	Per Cent
Regular school year only	20	25
10 Months	20	25
11 Months	23	29
12 Months	16	21
Total	79	100

Summary

This chapter summarized the findings in the area of teacher personnel involved in vocational education programs for students with special needs. All respondents believed special personal qualifications were needed for teachers of the disadvantaged. Personal qualities of patience, common sense, a sense of humor, and understanding were mentioned in a majority of the responses. Eighty-four percent of the respondents indicated that they had occupational experience related to their programs. Seventy-five percent said that they had special training or education which prepared them to work with the types of students in these programs.

Seventy-five percent of the respondents reported that they were employed on extended term contracts. The most common employment pattern beyond the regular school year was for 11 months. Fifty-six percent of the respondents reported that they devoted 100 percent of their time to these programs.

Teachers involved resource people in 54 percent of these programs, and teachers had assistants or special teachers or helpers in 28 percent of the programs. The majority of the resource persons were used to talk to students rather than to give demonstrations or assist in the teaching. In 41 percent of the programs, more than one teacher was reported to be involved. Four programs involved more than six teachers.

SUMMARY OF FINDINGS

1. Teachers of vocational education programs for students with special needs should have personal qualities of patience, understanding, common sense, and a sense of humor to cope best with problems inherent in conducting programs for such students.

2. Although most teachers had occupational experience related to the program in which they were teaching, they believed that personal qualities of the teacher were more important than occupational experience.

3. Most teachers were employed on a full-time basis with these programs and were employed beyond the regular school year to operate such programs.

4. Many teachers involved resource persons in their programs, and in some programs there were special teachers or assistants to work with the teacher.

5. A majority of the teachers in these programs had special training or education which improved their ability to work with students with special needs.

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CHAPTER VII

SUMMARY

This report was concerned with reporting the status of vocational education programs for students with special needs and describing some of their characteristics. Seventy-nine programs provided the data for the report.

One hundred fifty responses were not included in the study. Ninety of these failed to meet the criteria of the study. Programs were reported from 39 states, but only 24 states were represented after removal of those programs which did not meet the criteria. Although these programs were excluded and certain states were not included in the study, this should not indicate that these states were failing to develop programs for students with special needs. Many of the programs reported did involve the type of student which this study identified but were excluded for failure to be supported by vocational education funds and because they were not in public high schools. Several state directors indicated that planning was being done to initiate these programs in the near future.

A lack of response from local teachers in some states would account for the seeming absence of the programs in those states or the small numbers reported for many of the states included in the study. Further improvement on the method of conducting the study could result in increased numbers of responses and better representation for some states.

All vocational services except Health Occupations were represented with Trade and Industrial Education involved in over one-fourth of all programs reported. The majority of the programs were located in large, comprehensive high schools in heavily populated areas, and all were supported in part by vocational funds available through P. L. 88-210. Programs were described by the areas of administration, pupil personnel, curriculum, special services, and teacher personnel.

In the administration area, initial planning involved persons other than teachers in 92 percent of these programs, and the administrative person in charge was also in charge of all other vocational programs in the school in 86 percent of the schools. These programs operated with maximum and minimum enrollment requirements in 80 percent and 57 percent, respectively, of the programs reported. Fifty-seven percent of the respondents reported the per-pupil-cost as being the same as in regular vocational programs, and students were required to pay fees in 14 percent of these programs.

In the pupil personnel area, 88 percent of the programs were operated for more than one type of disadvantaged student, and 34 percent of these programs involved students from all high school grade levels. Student participation was limited by minimum ability levels in 68 percent of the programs, by maximum ability levels in 68 percent of the programs, and by upper or lower age levels in 15 percent and 49 percent of the programs, respectively. Sixty-seven percent of the programs required students to participate in occupational experience programs, and 24 percent of the programs had youth organizations in conjunction with them.

In the curriculum area, 95 percent of the programs had curriculums specifically planned for these students, and teachers were involved with other persons in planning 81 percent of these programs. Subject matter materials and audio-visual materials were specifically adapted to these programs in 72 percent and 35 percent of the programs, respectively. Students were qualified for regular high school graduation certificates in 80 percent of the programs and for special vocational certificates in 15 percent of the programs. The primary goal of 70 percent of the programs reported was to make the students more readily employable.

In the special services area, over 75 percent of the respondents reported that school counselors, school nurses, and vocational supervisors were available in the school system to assist with these programs. Seventy-eight percent of the programs involved outside agencies to assist in helping students become more readily employable, and 54 percent of the programs involved parents more than did regular programs. Fifty-six percent of the programs used advisory groups, and 92 percent of these programs provided some means for the students to practice knowledge and skills taught in the program. Seventy-five percent of the programs had a planned system for early identification of potential enrollees, and 71 percent of the schools offered special or remedial courses for these students.

In the area of teacher personnel, all respondents believed that teachers of the disadvantaged needed special personal qualifications to work with such students, and 84 percent of these teachers had had some occupational experience related to their programs. Seventy-one percent of these teachers had special training to improve their ability to work with these students. Seventy-five percent of all teachers were employed beyond the regular school term, and 56 percent devoted 100 percent of their time to these programs. Teachers involved resource persons in 54 percent of these programs. Fifty-four percent of these programs had more than one teacher and 28 percent of the programs had assistants or special teachers working in them.

CHAPTER VIII

RECOMMENDATIONS

The following recommendations are based on the investigator's findings, knowledge of the research literature, and professional experience. They do not represent necessarily the posture of The Center nor of the U. S. Office of Education, but primarily the views of the investigator.

1. State departments of vocational education should determine the need for such programs in each state and make a concerted effort to meet that need.
2. U. S. Office of Education personnel should work closely with state departments of vocational education in making local school administrators and teachers aware of the opportunities for developing programs in this area.
3. The U. S. Office of Education and the State Department of Vocational Education should concentrate their efforts to develop programs in heavily populated areas having large, comprehensive high schools.
4. State Directors of Vocational Education should work with all vocational services to develop state-wide master plans for broadening the offerings in vocational education programs for students with special needs.
5. State vocational directors should provide funds to operate demonstration programs to better acquaint local administrators with the operation of such programs.
6. State directors of vocational education and vocational supervisory staffs should actively seek out and work with administrators who have an interest in working with the disadvantaged and assist these administrators in developing broad offerings in vocational education for students with special needs.
7. State supervisory personnel should include administrators in workshops or conferences for teachers on the subject of vocational education programs for students with special needs.
8. State reimbursement policies should be developed to encourage smaller class size in these programs and these reimbursements should be adequate to preclude a need for tuition charges.
9. School administrators should work for the development of school policies which are favorable to these programs and which will encourage the development of these programs.
10. Federal and state regulations which place minimum age limits on who may participate in vocational education programs for students with special needs should be modified to allow students at the junior high school level to participate in vocational education programs for students with special needs.

11. Where possible, the only criteria for selecting students for participation in the programs should be on the basis of need and the ability of the student to profit from the instruction.

12. Research is needed to determine numbers and kinds of jobs for which students with special needs can be trained.

13. Youth organizations should be associated with programs for students with special needs.

14. A state-by-state survey should be made to determine the numbers and locations of students with special needs.

15. A national study should be initiated to determine the types and numbers of jobs available for students with special needs and what types of vocational programs could be used to meet these needs.

16. State departments of education and vocational education should provide curriculum and materials specialists to assist teachers in local programs in developing curriculums, subject matter materials, and audio-visual aids.

17. Teacher educators and other specialists at the college or university level should be involved with the development of curriculum, subject matter materials, and audio-visual aids for these programs.

18. Advisory groups should be involved with others in curriculum development to help the student secure the type of training that will make him employable at the highest possible level of salary and skills.

19. School systems should establish methods and employ personnel to secure early identification of students with special needs and provide remedial or special programs which will assist many of these students in improving or removing deficiencies to enable them to benefit from regular vocational offerings.

20. Administrators and teachers of vocational education programs for students with special needs should identify and use all possible opportunities to provide students in these programs with work experience within the communities in which the school is located.

21. Advisory groups constituting potential employers of graduates of the programs should be involved with the operation of the programs to help insure adequate training for students with special needs.

22. School systems should provide an adequate, well-trained staff of specialists to assist students and teachers in vocational education programs for students with special needs.

23. School systems should establish active and well-planned placement programs to assist students from these programs to secure their first jobs.

24. Administrators should employ persons to teach in vocational education programs for students with special needs who have personal qualities which permit them to be empathetic with such students.

25. Administrators should encourage and assist teachers in these programs to secure special training or education which will improve their ability to work with students with special needs.

26. Teachers should be employed on a full-time, twelve-month basis in these programs to work with students, employers, and parents to improve the success of the programs.

27. Further research should be initiated to determine the qualifications needed by teachers in vocational education programs for students with special needs.

28. School systems should employ special teachers or assistants to provide for more individual attention of students in these programs.

29. States should employ a vocational supervisor for these vocational programs whose primary responsibility would be to serve as a liaison person between the U. S. Office of Education and local school systems to work with teachers in these programs.

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APPENDIX A

March 25, 1966

Dear

The Center for Vocational and Technical Education is conducting a national survey of vocational education programs for students with special needs, those who can't succeed in regular programs (disadvantaged), to gain additional insight into these rapidly emerging programs. The primary purposes of this survey are:

a. to provide us with a comprehensive description of the status of vocational education programs for students with special needs.

b. to provide information needed for planning and initiating new programs in vocational education for students with special needs.

State directors of vocational education have identified approximately 200 of these programs across the nation. Ideally the best way to secure information about these programs would be on an individual interview basis. Since this is a physical and financial impossibility, we have constructed a questionnaire to help secure as complete a picture of these programs as possible. These questionnaires are to be directed to the teacher or instructor conducting local programs.

As a person who has interest in vocational education and in the education of the "disadvantaged" we are asking you to help improve the instrument to be used in this survey. We are interested in your evaluation of the questionnaire and we are not asking you to respond to the questions for information purposes. We would like for you to offer suggestions for ways in which this instrument could be changed or improved to secure the most usable information from the local programs. We are especially interested in reducing the length of this instrument, if practical.

Please score the questions according to the instructions and return the questionnaire along with your suggestions in the enclosed, self-addressed stamped envelope. We would appreciate having this returned by April 6. Thanks in advance for your assistance.

Sincerely yours,

Robert E. Taylor
Director

RGa

Reviewers of Questionnaire

Dr. Herbert D. Brum
State Supervisor for Disadvantaged
Youth Programs in Ohio
Department of Education
Columbus, Ohio

Dr. James E. Christiansen
Assistant Professor of Agricultural Education
University of Florida
Gainesville, Florida

Mr. Leslie F. Crabbe
Supervisor, Agricultural Education
FFA Camp Muskingum
Carrellton, Ohio

Mr. Joe Davis
Assistant Superintendent
Columbus City Schools
Columbus, Ohio

Mr. Bill Duntin
Director, Vocational Education Programs
Warren City Schools
Warren, Ohio

Mr. William W. Johnson
Education Specialist
U. S. Office of Education
Office of Disadvantaged and Handicapped
Washington, D. C.

Mrs. Barbara Kemp
Program Specialist for Persons With Special Needs
U. S. Office of Education
Washington, D. C.

Dr. William B. Logan, Sr.
Director, Distributive Education
The Ohio State University
Columbus, Ohio

Mr. C. L. Lowman
State Consultant for Vocational Programs
State Department of Education
Tallahassee, Florida

Mr. Claude McGhee
Assistant Professor of Agricultural Education
West Virginia University
Morgantown, West Virginia

Mr. James H. Pelley
College of Education
Miami University
Oxford, Ohio

Dr. Robert M. Reese
Director, Vocational Education Service
The Ohio State University
Columbus, Ohio

Mr. Russell Riley
Director of Vocational Education
Grove City Schools
Grove City, Ohio

Mr. J. W. Warren
Field Representative
Manpower Development and Training
U. S. Office of Education
Regional Office III
700 East Jefferson Street
Charlottesville, Virginia

Dr. Richard H. Wilson
Associate Professor
Agricultural Education
The Ohio State University
Columbus, Ohio

Mr. Robert Zimpfer
Director of OWE Programs
Penta County Vocational School
Perrysburg, Ohio

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APPENDIX B

January 21, 1966

To State Directors:

The rapid expansion of resources available to vocational education has triggered an equivalent growth in personnel, programs and research activities. Primarily these efforts have been in the area of existing programs, expanding and extending current activities, and researching problems and issues related to the traditional programs. The Vocational Education Act of 1963, however, set forth as one of the primary objectives, that of providing vocational education for persons who have academic, socio-economic, or other handicaps which prevent them from succeeding in regular vocational education programs.

A concern for the disadvantaged has also been identified as a prime task area for research and development by The Center for Vocational and Technical Education at The Ohio State University. Before a great deal of progress can be made, there is a need to assess the present status of these programs, e.g.: An identification of the programs now in operation, programs just getting underway or being expanded, as well as some knowledge of what is being planned. Such information will provide a basis for sharing progress and developments in this area. This letter is therefore sent to you as a first step in a nationwide assessment of the present situation related to vocational education programs for the disadvantaged which are supported by vocational education funds.

Would you please take a few minutes to list, on the attached sheet, the programs in your state that are directed primarily toward the disadvantaged learner.

The final report from this survey can contribute to the identification of research priorities, initiation of new program efforts, development of a set of guidelines for action programs, and implementing innovations in the area of vocational education for those who cannot succeed in regular programs. Summary reports will be available for distribution - a copy will be sent to you if you so desire. Please don't put this letter down without responding. This is an urgent need -- your help is essential.

Thanks in advance for your help.

Sincerely,

Robert E. Taylor
Director

RET:aa
Enclosure

SURVEY OF VOCATIONAL EDUCATION PROGRAMS FOR STUDENTS WITH SPECIAL NEEDS

Instructions: The following descriptions will help you in identifying programs for students with special needs who cannot succeed in the regular programs. The several categories which are listed are not intended to be inclusive or limiting, but merely to serve as a guide.

Individual programs may include students who have one or more of the characteristics listed. Please identify the schools and the persons in those schools who could be contacted for further information and return this form in the enclosed self-addressed stamped envelope. Please use back of form, if necessary.

Description: Vocational education programs, financed in part by vocational education funds for students who cannot succeed in the regular program.

Mentally handicapped	- between 90 - 70 I.Q.
Physically handicapped	- permanent or limiting physical disabilities
Educationally deprived	- ranking in the lower 1/3 of their class or classified as slow learners because of academic problems
Economically deprived	- parents whose primary income is from welfare aid or family is classified in the poverty income below $3,000 per year
Socially disadvantaged	- those having special social problems which affect their educational success, such as: alienated youth, loss of parents, etc.
Ethnically disadvantaged	- racially associated problems affecting educational success, such as: language, social barriers, etc.

____

Name and Address of High School   Name of Local Teacher to Contact

____

____

____

____

School System ____________________

Person Responding ____________________

February 25, 1966

We have had good response to date on our letter to state directors concerning the identification of vocational education programs for students with special needs. Several directors have indicated a need for a delay in returning the questionnaire to secure an up-to-date appraisal of these programs in their states.

If you have not yet returned your questionnaire, may I take this opportunity to encourage you to do so. We need to get as complete a picture as possible if the results are to be meaningful and helpful to you and other vocational education leaders throughout the nation.

I am enclosing another copy of the original letter along with the report blank for your convenience in reporting for your state. Thanks again for your cooperation in this matter.

Sincerely,

Robert E. Taylor
Director

TGG

Enclosure

APPENDIX C

April 22, 1966

We recently contacted your State Director of Vocational Education in attempting to identify teachers of local vocational programs for disadvantaged youth. However, due to a breakdown in communication, we have not as yet heard from his office. Since many of our responses have been coming from people in Home Economics, it seems logical to contact you in hopes of identifying at least 1 or 2 programs in your area.

I am enclosing a copy of the letter which went to the State Director's office and the form on which we would appreciate your entering the name of any local program that we might contact to secure a complete survey of vocational education programs for students with special needs.

Thank you in advance for your assistance and cooperation in this matter.

Sincerely,

Ramsey M. Groves
Consultant

rgg

Enclosure

April 28, 1966

The rapid expansion of resources available to vocational education has triggered an equivalent growth in personnel, programs, and research activities. Primarily, these efforts have been in the area of existing programs, extending and expanding current activities, and researching problems and issues related to the traditional programs. The Vocational Education Act of 1963, however, set forth as one of its primary objectives that of providing vocational education for persons who have academic, socio-economic, or other handicaps which prevent them from succeeding in regular vocational education programs.

A concern for the disadvantaged has also been identified as a prime task area for research and development by The Center for Vocational and Technical Education at The Ohio State University. Before a great deal of progress can be made, there is a need to assess the present status of these programs. We are, therefore, coming to you, one of the few experts in this area of vocational education, to help us determine what is being done in programs for students with special needs. Your local program has been identified by your state director of vocational education as a vital part of this rapidly growing area.

Your response to the enclosed questionnaire will be combined with approximately 200 others from across the nation to provide the first comprehensive look into the national picture of these programs. Your program is an important part of this emerging area of vocational education. In order to provide other administrators and vocational leaders with the best possible help and advice in planning and initiating new programs in this area, it is important that we learn as much as possible from those of you who have experience. We hope that you can cooperate in this vital national survey.

Enclosed you will find the questionnaire which has been developed to secure information about these vocational education programs. Please complete this questionnaire and return it in the enclosed self-addressed stamped envelope by May 20, 1966.

Thanks in advance for your assistance in this important matter.

Sincerely,

Robert E. Taylor
Director

rgg
Enclosure

P.S. I am including an original survey form and would appreciate it if you would enter the names and addresses of other local programs which may not have come to our attention through the state supervisor.

May 20, 1966

Recently, we sent you a copy of an important questionnaire. It is possible that this material has been misdirected through the mails or that you have not had time in your busy schedule to complete it. Since your vocational program for students with special needs is one of the few in the country, it is important that we hear from you to secure the benefit of your experiences in this area. Any compilation of information on vocational education programs for students with special needs would not be complete without the inclusion of your program as a part of the final report.

Would you please check the appropriate box below and return this letter in the enclosed stamped self-addressed envelope. Your cooperation in this matter is very much appreciated.

☐ No such program

☐ The questionnaire was not received or has been misplaced

☐ Please send another questionnaire

☐ The questionnaire has been sent to another person for completion ______________

____

☐ Our program does not fit your description

☐ The questionnaire is being completed and will be returned in a few days

☐ The questionnaire has been returned

Sincerely yours,

Robert E. Taylor
Director

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SURVEY OF VOCATIONAL EDUCATION PROGRAMS
FOR
STUDENTS WITH SPECIAL NEEDS.

Please Return
by
May 20, 1966

THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT
IN VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
980 Kinnear Road
Columbus, Ohio

INTRODUCTION

This questionnaire was developed to secure information concerning vocational education programs for students with special needs (those who cannot for a variety of reasons succeed in the regular vocational program). A number of national leaders in vocational education have helped us in the preparation of this questionnaire and many of the questions are the result of their assistance. The questions included are judged to be of critical importance in giving needed understandings of emerging programs in this area.

The following simple instructions will aid you in completing this questionnaire.

1. Use the blank page at the back of the questionnaire to add any other information that would be useful in this survey and add suggestions that you would make for changing these programs to better fit the needs and abilities of such students.

2. Please send along any descriptive materials which would be helpful in understanding your program and interpreting it to others.

3. Use your administrator or other qualified persons, if necessary, in answering this questionnaire.

4. Please return the questionnaire in the enclosed self-addressed, stamped envelope by May 20, 1966.

5. Please sign below if you and your school would allow us to refer to your program by name in editing the final report of this survey.

______________ Date

______________________________ Name

______________________________ School

GENERAL INFORMATION

Name of person responding______________________________

Title or Position______________________________

Instructions: Please provide us with information about your reimbursed vocational education program for students with special needs (those who cannot succeed in regular vocational programs and for which special programs have been developed). Names of individuals or schools will not be used in describing or reporting any program without written permission from those involved.

Name of school______________________________

Address of school______________________________

Name or brief description of course______________________________

____

Name of administrative person immediately responsible for this program__________

____________________Title____________________

---

1. Check the vocational service(s) involved or participating in this program and underline the one primarily responsible for its conduct.

____Agriculture

____Business and Office Education

____Distributive Education

____Home Economics

____Trade and Industrial Education

____Health Occupations

____Other (describe)______________________________

2. Check the classification that best describes your program now.

____Experimental (Research)

____Pilot (Trial)

____Demonstration

____Developmental (Changing or evolving)

____Regular (Established or on-going)

____Other (describe)____________________

3. In what school year were the first classes offered in this program?

19____19____ Has it been in continuous operation since? ____No ____Yes

4. What is the size of town or city in which school is situated (or briefly describe the school setting)?______________________________

____

____

5. Check the classifications which best describe the type of school in which this program is located.

Check one below	Check one below
____General High School (less than 3 reimbursed vocational programs)	____3 year (10-12)
____Comprehensive High School (3 or more reimbursed vocational programs)	____4 year (9-12)
____Vocational High School (vocationally oriented)	____5 or 6 year (7/8-12)
____Other (briefly describe)__________ ________________________________	____Other (describe)__________ ________________________________

6. What is the approximate enrollment for the school year 1965-66?

Total school?__________Total Vocational Programs?__________This program?_____

7. Approximately what percentage of funds to finance the development and maintenance of this program come from the following sources?

____% Local ____% Vocational Education Funds (P.L. 88-210)

____% State Aid ____% P.L. 89-10 Elementary and Secondary Act 1965

____% Other (briefly describe)____

____

____No ____Yes 8. Is the person to whom you report, such as principal, supervisor, assistant superintendent, administratively responsible for all other vocational programs in your school? What per cent of his time is allotted to this program?_____% time?

9. Please check appropriate blank to indicate if any agencies outside the local school system are involved in any way with the administration, supervision, financing, or advisory capacity of this program.

Agency	Administration	Supervision	Financing	Advisory
Local industry or business	____	____	____	____
Social service or agency	____	____	____	____
U.S. Department of Labor	____	____	____	____
____________Foundation	____	____	____	____
State Dept. of Education	____	____	____	____
Division of Secondary Educ.	____	____	____	____
Division of Vocational Educ.	____	____	____	____
State Employment Service	____	____	____	____
University or college personnel	____	____	____	____
Other (please list)				
______________________________	____	____	____	____
______________________________	____	____	____	____
______________________________	____	____	____	____

Please describe briefly how their involvement was secured and in what ways they are involved.

____

____

____

____

____No ____Yes 10. Does this program operate under separate, written administrative policy in addition to regular school policy? If yes, how do they differ?________________________________

____

____

____No ____Yes 11. Has there been an evaluation of this program since it began? If yes, please indicate how often this occurs and check those who participate. How often?______________________

Participants

____Instructor
____Local Supervisor
____Principal
____Superintendent
____Board of Education
____State Vocational Supervisor
____State Department of Education
____Advisory Committee
____Other (please list)__________
____

12. Please describe briefly the basis for the evaluation and any conclusions which resulted in change in this program.________________________

____

____

____

____

____

13. How does the per pupil cost in this program compare to per pupil cost in a similar, regular vocational program?

______Same ______%Higher ______% Lower

____No ____Yes 14. Were your physical facilities designed or modified specifically for this program?

15. Is there a minimum or maximum enrollment per teacher for this program? Please enter NO or specify number.

______________Minimum number ______________Maximum number

What do you consider an optimum number for your program?

______________Optimum number

16. Please check the individuals or groups who were involved in the original planning for this program.

____Local administration
____Local teacher
____Curriculum director
____Guidance personnel
____Advisory Committee

____Business or Industrial Leaders
____State Vocational Services
____State Department of Education
____University or College staff members
____Other State or Federal Agencies (list)
____
____
____

____No ____Yes 17. Are the students required to pay fees or purchase any items other than normal school supplies? If yes, what is the approximate amount required? $________Amount

____No ____Yes 18. If the answer to Question 17 is yes, does this tend to limit those who can participate in the program?

____No ____Yes 19. If the answer to Question 17 is yes, is there any provision to assist those who cannot afford the cost?

STUDENT-TRAINEE INFORMATION

20. Please check one or more of these descriptions which most nearly identify the types of students for which the program was planned.

Type of Handicap	Example
____Physically handicapped	-Permanent or limiting physical disabilities
____Educationally deprived	-ranking in the lower 1/3 of their class or classified as slow learners because of academic problems such as poor reading ability
____Economically deprived	-primary source of parents income is from welfare aid or income is below $3,000 plus additional $600 for each child
____Socially disadvantaged	-those having special social problems which affect their educational success, such as: alienated youth, loss of parents, etc.
____Ethnically disadvantaged	-racially associated problems affecting educational success such as: language, social barriers, etc.
____Below average mentally	-90 I.Q. or lower (but not special ed.)

I.Q. range in your program_____I.Q. to _____I.Q.
Name of test used______________________________

____Other (please describe)____
____
____

21. Check the educational level on which this program operates.

____Freshman
____Sophomore
____Junior
____Senior
____Combination of all above

____Former dropouts
____Ungraded (may include below average students from any grade)
____Other (please describe)________________________
____
____

22. Please check to indicate which statement best describes the procedure used to select students who enroll in this vocational program.

____Teacher required to take all who are sent
____Teacher takes all who are interested
____Teacher and administrator select from all who are interested
____Teacher selects from those referred by other teachers
____Guidance counselor selects all those who meet qualifying criteria and provides teacher with list from which teacher selects
____Cooperative selection committee composed of vocational teacher, guidance counselor, administrator, and certain teachers made decisions on basis of tests, records, and observed student abilities
____Other (describe)____
____
____

____No ____Yes 23. Is there a minimum level of ability or other qualification which provides a means to limit the enrollment in this program? If yes, briefly describe the characteristics and how determined:

____
____
____

____No ____Yes 24. Is there a maximum level of ability or other qualification which provides a means to limit the enrollment in this program? If yes, briefly describe the characteristics and how determined:

____
____
____

____No ____Yes 25. Is there either an upper or lower age limit which determines whether a student may participate? If yes, please indicate:

________Lower age limit ________Upper age limit

____No ____Yes 26. Is the student required to participate in activities such as on-the-job experience, supervised farm experience program, home experience program or other, to participate in this vocational program? If yes, please describe:

____
____
____

____No ____Yes 27. If yes to Question 26, does the teacher or school assist the student in securing such an opportunity? Please describe briefly how this is done:

____

____

____

____No ____Yes 28. If there is a requirement in Question 26, does it provide a means to limit the enrollment in this program?

____No ____Yes 29. Is there a youth organization to which the students can belong as a result of participating in this program? If yes, briefly describe special activities which are different from regular program.

____

____

____

__________% 30. If yes to Question 29, what per cent of the students in this program belong to this youth organization?

____No ____Yes 31. If there are students for more than one section of this program, is a grouping or selection technique used to divide them? Briefly describe the basis:

____

____

____

____

____

____

CURRICULUM INFORMATION

____No ____Yes 32. Is the program curriculum outlined so that it could be adapted to a similar program in another school system? If available, please include a copy with this questionnaire.

____No ____Yes 33. Did you plan the curriculum specifically for this program?

____No ____Yes 34. Did you adapt the curriculum from another program to fit this program? If yes, please indicate the source of curriculum materials.

____

____

____

35. What are the occupational goals or purposes for which this program is designed to prepare the student-trainee?______________________________

____

____

____No ____Yes 36. Does this program lead to a standard certificate of graduation? What per cent of the students do you expect to graduate from high school? ________%

____No ____Yes 37. If Question 36 is answered No, does the student receive a special certificate? If yes, please describe briefly:

____

____

____

____No ____Yes 38. Were special efforts made to adapt normal subject matter materials to fit the abilities and needs of the students in this program? Describe how: (Example: Selected material at 6th grade reading level)

____

____

____

____

____No ____Yes 39. Have special audio-visual materials been developed or secured to supplement the curriculum materials in this program? If you have identified some special sources for such materials, please list the three most important ones here:

1. ____

2. ____

3. ____

40. Please provide us with a sample schedule of a typical week for students in this program:

Period	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

41. Please check the personnel who contributed in a major way to the development of the curriculum for this program and indicate briefly how each contributed.

____Teacher

____Director or local supervisor

____Administrator (Principal or Other)

____Guidance personnel

____State Supervisory personnel

____Curriculum specialist

____Other vocational teachers

____Advisory group

____University or College personnel

____Others (please specify)

SPECIAL SERVICES INFORMATION

42. Check the appropriate blanks to indicate the kinds of personnel available to assist or work with the students or teacher in this program and indicate whether they are part-time or full-time school employees or available on a call basis.

Personnel	None now, but needed	Part-Time	Part-Time	On Call
Psychologist	____	____	____	____
Curriculum specialist	____	____	____	____
Vocational supervisor	____	____	____	____
School counselor	____	____	____	____
Vocational Guidance Personnel	____	____	____	____
Social worker	____	____	____	____
Reading specialist	____	____	____	____
Speech therapist	____	____	____	____
Physical therapist	____	____	____	____
School nurse	____	____	____	____
School doctor	____	____	____	____
Others (Please list	____	____	____	____
____________________	____	____	____	____
____________________	____	____	____	____

____No ____Yes 43. Is there an advisory or consultative group which assists the teacher in planning and conducting this program? If the answer is yes, please read the list below and check the one category which best describes this relationship.

____Separate and specific advisory/consultative group for this program

____Advisory/consultative group for the total vocational program in the school systems

____Advisory/consultative group for the particular school in which the program operates

____Advisory/consultative group for the total school system

____Advisory/consultative group outside the local school system on a state or regional level

____No ____Yes 44. Does the school or vocational program have in operation a functioning placement program which assists graduates of this program to secure a job? If yes, please describe this program briefly and indicate how successful it is:

____

____

____

____

____

____

____

____

__________None 45. Please indicate other agencies outside the school system which are involved in helping the student in this program to become more employable or in locating employment.

____Business or trade associations
____State Employment Agency
____State Rehabilitation Agency
____Probation Department or Officer
____Private Employment Agencies
____Local Industry and Bussinessmen
____Other (please list)

____
____
____

____No ____Yes 46. Does this program provide the trainee an opportunity to apply the knowledge or skills taught in the program? If yes, please indicate the method(s) used.

____Work experience or on-the-job training
____School ("sheltered") vocational laboratory
____Public agencies: parks, buildings, and grounds, shops, etc.
____Parental supervision at home or personal business
____Other (please list)

____
____
____

____No ____Yes 47. Is there a closer relationship between parent and teacher in this program than with regular vocational program? If yes, briefly describe how parents are involved:

____
____
____

____No ____Yes 48. Does the school provide special or remedial courses in which the students in your program are enrolled to help correct or improve some learning deficiency? (Example: reading, mathematics, etc.) If yes, please list or briefly describe.

____
____
____
____

____No ____Yes 49. Does the school system have any method for the early identification of potential enrollees? At what level are they first identified for this program?

____Elementary school
____Junior high school
____First year of high school
____Other (specify)

____
____
____
____

50. Please indicate who is responsible for the early identification of potential enrollees and what is the role of each:

____Vocational teacher or coordinator____

____

____Classroom teacher____

____

____Industrial Arts Teacher____

____

____Vocational Guidance Counselor____

____

____Administrator (Principal or other)____

____

____Psychologist____

____

____Other (please list)____

____

____No ____Yes 51. Is there a referral system (in place of or in addition to Question 50 above) which helps direct these potential enrollees to you? If yes, please describe briefly how it works.

____

____

____

VOCATIONAL TEACHER OR INSTRUCTOR INFORMATION

____No ____Yes 52. Are there certain personal qualifications which you believe a teacher must have to work with the type of student enrolled in this program? If yes, please list or describe:

____

____

____

____No ____Yes 53. Has the teacher had any special education or other preparatory training (college workshops, extension course, etc.) which improves his (her) ability to work with this program? If yes, indicate type and number hours of credit.

Type of Training	**Credit Hours**	**Non-Credit or Clock Hours**
____________________	______	_____
____________________	______	_____
____________________	______	_____
____________________	______	_____
____________________	______	_____

____No ____Yes 54. Does the teacher have occupational experience related to this program? If yes, list the type of experience and number of years.

Type Experience	Number Years
(Example: Machinist)	7

55. What type of teaching certificate to you have?____ If not certificated, does this create a problem? Describe:______________________________
____
____
____

____No ____Yes 56. Do other regular or special teachers or assistants, such as shop or laboratory assistant, work with the teacher in conducting this program? If yes, please describe:
____
____
____
____

____No ____Yes 57. Are resource people from outside the school system involved in the instruction in this program? If yes, please describe how they are used:
____
____

58. Approximately what per cent of the teacher's time is allotted to this program and what per cent of that time is allocated to the following activities?
____% of teacher's time spent with this program.

____%Personal and vocational counseling
____%Classroom instruction
____%Laboratory or shop instruction
____%Individualized work with students
____%Preparation of materials
____%Home visitation of students
____%Supervision and coordinative cooperative work experience of students
____%Other duties related to this program. (Please list other activities.)
____
____

59. How many other vocational teachers are involved in any way with this program for pupils with special needs?

____None ____1 ____2 ____3 ____(Specify)

Please describe how they are involved, briefly:

____

____

____

____

____No ____Yes 60. Is the teacher on an extended service contract so that his/her services are available beyond the normal school year? Check the number of months employed.

____10 months ____11 months ____12 months (including regular vacation time)

Other Center Publications

"Guidelines for State Supervisors in Office Occupations Education." 1965 Business Clinic

A Report of a National Seminar on Agricultural Education, "Program Development and Research."

"Guidance in Vocational Education." - Guidelines for Research and Practice.

"Research Planning in Business and Office Education."

"Evaluation and Program Planning in Agricultural Education."

"A Report of a National Seminar on Health Occupations Education Centers."

"A Report of a National Seminar on Cooperative Education."

A Report of "A National Leadership Seminar on Home Economics Education."